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ABSTRACT

Demographic, organizational, and financial trends in Catholic high schools in the United States are described in this 1992 report. Data were obtained from a survey sent to a random stratified sample of 500 Catholic high schools in the United States, which yielded 278 usable returns. Information is presented on school administration, teachers, students, admission standards, facilities, parental involvement, finances, development programs, and governance and external relations. Findings indicate that the percentage of president-led Catholic high schools has risen to 20 percent. Teacher salaries and stipends have increased, and the gap between salaries in public and Catholic schools has narrowed slightly. Schools are working to balance necessary tuition increases with expanded financial aid programs, and are placing more emphasis on development efforts. Finally, the findings demonstrate strong support for the effectiveness and efficiency of Catholic schools. However, they face increasing financial strain that is balanced by committed principals, teachers, and parents. Thirty-five exhibits are included. Appendices contain average high school models; summary tables by governance, region, and enrollment; a list of represented schools; and the survey instrument. (LMI)

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Michael J. Guerra
Executive Director
Secondary School Department
National Catholic
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Dollars and Sense: Catholic High Schools and Their Finances 1992

Michael J. Guerra
Executive Director
Secondary School Department
National Catholic
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Trends and Highlights

... Compensation for priests and religious has continued to increase substantially. The average annual compensation for women religious has increased 24% from $17,800 in 1990 to $22,000 in 1992.

... Average beginning salary for lay teachers has increased 9% from $16,200 in 1990 to $17,700 in 1992. The median salary has increased 12% from $22,100 in 1990 to $24,700 in 1992. The average maximum salary has increased 10% from $29,000 in 1990 to $32,000 in 1992.

... Financial aid programs have increased substantially. In the past two years, the average grant has increased from $880 to $996, which represents 34% of the average freshman tuition. Catholic high schools throughout the United States provided more than $109,000,000 in financial assistance to over 113,000 students in 1992.

... Average annual salary for lay principals in 1992 was $45,800, an 11% increase over the $41,300 salary reported in 1990.

... Median freshman tuition in September 1991 was $2,700, which represented 73% of the median per pupil expenditure of $3,700. The median tuition has increased 17% in the past two years.

... Four percent of Catholic high schools reported a change in grade composition during the past two years. While interest in mergers and shifts from single-sex to coeducation is waning, the addition of new grades 7 and 8 represents a continuing trend. In 1987 only one school in twenty reported a 7-12 structure. By 1992 this arrangement was found in one of every eight Catholic high schools.

... Estimated operating expenses for all Catholic high schools totaled 2.6 billion dollars. Given the difference in per pupil costs between Catholic and public schools, the dollar value of Catholic secondary education's contribution to the United States in 1992 exceeded $3,500,000,000.

... Eighty-four percent of all Catholic high schools have initiated development programs. The average income from all development activities in 1991-92 was $177,400. Private Catholic high schools report the most successful programs, generating an average of $70,300 from alumni, $43,100 from parents, $57,100 from others, and $89,100 from special events.

... A president-principal leadership model is in place in 20% of all Catholic high schools. While examples of this model can be found in a wide variety of schools, presidents are most likely to be found in all-male schools with reasonably well established development programs. Fund raising income in president-led schools is substantially larger than the average in all categories, with extraordinary advantages reported in levels of alumni and parent support.

Introduction

During the past twenty years, the National Catholic Educational Association has published a variety of statistical reports on Catholic elementary and secondary education in the United States. An annual publication provides basic data about schools, enrollment, and staffing. Reports of Catholic secondary school finances have been published biennially for the past ten years.

The present study builds on four earlier reports. *The Catholic High School: A National Portrait* was published in 1985 and reported baseline data collected from over 900 schools during the 1983-84 school years. Subsequent studies of high school finances in 1986, 1988 and 1990 were each based on responses of some 200 schools, drawn from stratified random samples. The 1992 report is based on data from a similar but larger sample. The survey instrument is substantially the same as that employed in the earlier surveys, which in turn borrowed heavily from the original survey used to produce the National Portrait.

Taken together the reports offer a rich data base for discerning and analyzing trends. In addition to monitoring changes in income and expenses, as well as tuitions and salaries, the 1992 report provides an analysis of information gathered for the first time about new administrative structures, including a detailed report on president-led schools. The percentage of Catholic high schools led by lay principals or presidents has increased to 42%.

Schools continue to demonstrate sensitivity to the legitimate concerns of both lay and religious teachers for fair compensation. Salaries and stipends have increased, and the gap between salaries in public and Catholic schools has narrowed slightly.

At the same time, schools are working to balance necessary increases in tuition with expanded financial aid programs. As the relative weight of contributed services contracts in response to decreases in the numbers of teaching religious and increases in the compensation provided for those who remain, schools are obviously placing increasing emphasis on development efforts, which support a growing share of the operating budget. This report offers a detailed examination of the success of those efforts. On balance, the evidence is encouraging. Within a relatively short time (the average development office is less than ten years old), many schools have generated fairly successful, multi-faceted programs. This report also offers the first tentative evidence of the success of increasingly sophisticated student recruitment and marketing programs.

In development, as in faculty compensation, financial aid, maintenance, and student recruitment and retention, much remains to be done. The evidence provides strong support for the effectiveness and efficiency of Catholic secondary schools. At the same time, there are signs of financial strain, balanced by a continuing heroic commitment from principals, teachers and parents. While a financial survey is hardly the ideal instrument to describe extraordinary personal commitment, it is not difficult to see faith, generosity and determination between the lines that describe salaries, tuition, and family incomes.

I am grateful to those who took time from the business of leading their schools to share their stories with us. Once again I pay tribute to my colleague Michael Donahue of Search Institute, a methodological consultant who has trained his mysterious machines to produce medians and means on demand. I also salute Linda McCullough, administrative assistant extraordinaire, whose ministrations helped coax an unprecedented response from the sampled schools, and whose subsequent machinations transformed reams of faxes and foolscap into publishable form.

The text that follows contains some predictable caveats and qualifiers and makes no claim to metaphysical certitude, but it is generously stocked with inferences and judgements. I assume full and sole responsibility for all of these conclusions, although it may come as no surprise to learn that I regard all of them as properly rooted in the data.

Michael J. Guerra
Executive Director
Secondary School Department

Feast of St. Joseph, 1993

The Sample

This report is based on a stratified random sample of Catholic high schools in the United States. The sample was stratified on the variables of region and enrollment size, in order to help insure that these two important characteristics would be represented as accurately as possible. Out of an initial sample of 500 schools who were sent copies of the survey instrument, 285 (57%) completed and returned the survey. This is a higher rate of response than that obtained in previous reports, and represents 22 percent of all Catholic secondary schools in the United States. Of the 285, seven schools were excluded from the detailed analysis because they include grades 1-5. This report is based on the remaining 278 schools.

The distribution of the resulting sample by governance, enrollment size and region of the country (the three analysis categories used most frequently in this report) is shown in Exhibit 1. Comparison data are included from the annual NCEA census publication, *Catholic Elementary and Secondary Schools, 1991-1992*, (Brigham, 1992). The geographic distribution of the schools in the sample slightly over-represents the Mideast region. In addition, among governance types, Parochial/Interparochial schools are under-represented and diocesan schools are over-represented. These particular differences between the census and the sample should be kept in mind when interpreting the findings in this report. The schools providing the data reported in this study serve as a very reasonable, if not perfect reflection of Catholic high schools throughout the United States. Generalizations from the full sample to the larger population of Catholic high schools as a whole can be drawn with reasonable confidence. Conclusions drawn from data reported by size, region, or governance type will be less precise. As it turns out, the design and response rate for this particular sample produced a model that is quite faithful to the geographic and enrollment distributions of all the nation's Catholic high schools, and offers a virtually perfect reflection of the subset of *private* Catholic high schools. Put another way, as a statistical garment the sample provides U. S. Catholic high schools taken as a whole with a fairly good fit; some schools will need to let out the seams a bit and others will need to take a tuck, but some can take it off the rack and wear it to the next board meeting.

Exhibit 1
Number and Percentage Distribution of Sample Schools by Region, Governance, and Enrollment

	No. of Sample Schools	% of Sample	%All Catholic High Schools (Census Data)
Region			
New England	25	9	8
Mideast	68	24	28
Great Lakes	61	22	21
Plains	36	13	11
Southeast	43	16	14
West/Far West	45	16	18
Governance*			
Diocesan	125	45	35
Parochial/Interparochial	37	13	24
Private	115	42	41
Enrollment*			
Under 500	151	56	59
500-1000	96	36	35
Over 1000	22	8	7

*totals less than 278 due to missing data

Grade Composition

In recent years, there has been increasing interest in school consolidations and new grade level configurations. While Catholic elementary and secondary schools are still arranged for the most part in the traditional K-8 and 9-12 configurations, census data reported in the NCEA publication *Catholic Elementary and Secondary Schools, 1991-1992* confirm the rapid growth of pre-kindergarten enrollments and extended day programs in Catholic elementary schools. The range of grade levels found among Catholic schools that include grades 9-12 in the present sample and the previous studies are shown in Exhibit 2.

Exhibit 2
Percent of Schools of Various Grade Compositions, 1987-88 to 1991-92

Grades	87-88	89-90	91-92
9-12	89	84	79
8-12	2	2	4
7-12	5	7	12
K or Pre-K to 12	2	4	2
Other (6-12)	2	2	3

Across the five-year period from 1987 to 1992, there is growing evidence of movement away from the conventional 9-12 arrangement toward the inclusion of junior high school grades, although a clear majority of Catholic secondary schools continue to maintain the traditional "9-12" grade structure. In 1987 only one school in twenty reported a 7-12 structure. By 1991 this arrangement was found in one of every eight Catholic high schools.

Near-Term Plans

In order to obtain a preview of changes anticipated but not yet implemented, this survey, like the previous survey, also collected information on future plans. These are displayed in Exhibit 3, which reports increasing stability (94% plan no significant changes) and diminished interest in mergers and coeducation. The one structural change that continues to receive consideration is the addiditon of new grades 7 and 8.

Exhibit 3
Percent of Schools with Significant Changes in Composition Planned in the Next Three Years, 1987-88 to 1991-92

	87-88	89-90	91-92
None	86	9	194
Merge/Consolidate	3	1	1
Add New Grades 7 and/or 8	3	3	4
Becoming Coeducational	3	1	1
Other	5	4	1

It is also interesting to compare the percent of schools reporting in the 89-90 survey that they planned a change in the next three years with the schools in this survey that report changes made since the 89-90 school year. While this is only a two-year time period, it provides some indication of the probability that changes planned will be implemented within the next several years.

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Exhibit 4
Comparison of Percent of Schools With Changes in Composition Planned in 1989 and Those Reporting Changes Accomplished in 1991

	Planned 89-90	Accomplished 91-92
Merge/Consolidate	1	*
Add New Grades 7 and/or 8	3	2
Becoming Coeducational	1	1
Other	4	2

* = less than 0.5 %

Given the assumption that some additional changes will be implemented in the third year of the plans initiated in 1990, it seems reasonable to conclude that for the most part, planned changes in grade composition and school structure do in fact occur. In the reports of implementation, as in the reports of future plans, the addition of new grades 7 and 8 represents the strongest and most persistent trend. Interest in mergers and shifts from single-sex to coeducational schools seems to be waning. The distribution of single-sex and coeducational schools is examined in some detail in the following section.

Gender Composition

Recent research on the impact of single-sex and coeducational schools has generated interest in the gender composition of Catholic and other private schools. Exhibit 5 shows this statistic displayed for the overall sample, and for the various analysis categories considered in this report. In the total sample, approximately two-thirds of all schools are co-educational, while about one in five are all-female and one in six are all-male. This represents a decrease within the sample in all-female schools, an increase in all-male schools, but essentially no change in co-educational schools since the previous report. The Plains region continues to lead the nation in the prevalence of co-educational schools, while the West/Far West has the highest proportion of all-female schools. Private Catholic schools continue to be disproportionately single-gender. Schools of the smallest and largest size categories tend to be co-educational; moderately-sized schools are about evenly divided between single-gender and co-educational schools. This sample is stratified by region and enrollment, and not by gender composition. The distribution of schools by gender composition is not census data, and is susceptible to variations in the response rates of selected schools. However, unpublished census data closely mirror the distribution of schools in this sample. According to diocesan reports provided in 1991, 60% of all the nation's Catholic high schools are coed, 23% are all female and 17% are all male. In this sample, 62% of the schools are coed, 22% are all female and 17% are all male.

Exhibit 5
Percent of Schools of Various Gender Compositions by Region, Governance, and Enrollment, 1989-90 and 1991-92

	All Male		All Female		Coeducational	
	89-90	91-92	89-90	91-92	89-90	91-92
Total	11	17	28	22	61	62
Region						
New England	20	16	15	12	65	72
Mideast	14	24	44	25	42	51
Great Lakes	10	18	28	26	62	56
Plains	4	6	15	11	81	83
Southeast	7	9	24	19	69	72
West/Far West	13	20	30	29	57	51
Governance						
Diocesan	8	6	12	5	80	89
Parochial/ Interparochial	0	5	16	8	84	86
Private	19	31	51	44	30	24
Enrollment						
Under 300	2	6	33	22	65	72
300-500	12	15	38	31	50	54
501-750	15	27	28	21	56	52
Over 750	20	24	11	16	69	60

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Administration

The percent of schools owned or operated by a religious order has shown an apparent decline in this survey: 42 percent, as compared with 50 percent in 1986, 47 percent in 1988, and 48 percent in 1990. The apparent decline is probably a reflection of the overrepresentation of diocesan schools in the sample. Among private Catholic schools, 94% are owned or operated by religious communities.

This survey reports significant increases in the percentages of lay principals in all categories. Lay principals are now in place in more than 40% of all Catholic high schools, and represent the majority in the plains region. At 30%, their presence in private Catholic high schools has increased rapidly over the past four years, although members of sponsoring religious communities continue to fill the majority of principalships in the private school sector of Catholic secondary education. Clearly, lay principals represent an important and growing segment of Catholic school leadership.

Exhibit 6
Percent of Lay Principals by Region, Governance and Enrollment, 1985-1986 to 1991-92

	1985-86	1987-88	1989-90	1991-92
Total	31	37	34	42
Region				
New England	*	29	26	36
Mideast	20	18	15	22
GreatLakes	41	54	39	49
Plains	44	59	46	69
Southeast	44	44	42	47
West/Far West	21	28	34	42
Governance				
Diocesan	42	52	44	47
Parochial/ Interparochial	45	62	39	68
Private	13	10	20	30
Enrollment				
Under 300	39	40	39	41
300-500	25	24	24	49
501-750	27	43	29	41
Over 750	33	38	36	36

* = less than 1/2 of 1%

Principals' and Administrators' Salaries

The average salary for a lay principal has increased 11 percent since 1989, moving from $41,300 to $45,800. The highest average salaries are found in the West ($49,500) and among private Catholic schools ($52,100). Not surprisingly, priests and religious serving as Catholic high school principals continue to be paid salaries (or stipends) that are substantially lower than the salaries of lay principals in comparable schools. The gap between these numbers has not closed much in the last two years, in contrast to the gains reported for religious principals in the previous report. Other administrators in schools with religious principals continue, on average, to earn more than their principals, but their

salaries continue to trail those of their counterparts in lay-led schools. Based on comparative data published by the National Association of Secondary School Principals, lay principals in Catholic high schools earn 26 percent less than their colleagues in public schools, a gap unchanged since 1990. Other Catholic school administrators also earn about 75% of salaries reported for their public school counterparts.

Exhibit 7
Mean Salaries for Principals and Other Administrators by Governance, Region, and Size, for Schools with Religious and Lay Principals (in Thousands of Dollars), 1989-90 and 1991-92

	Schools with Lay Principals				Schools with Religious Principals			
	Principal		Other Administrators		Principal		Other Administrators	
	89-90	91-92	89-90	91-92	89-90	91-92	89-90	91-92
All Catholic High Schools	41.3	45.8	33.8	39.7	21.2	25.6	31.9	35.3
Public High Schools (NASSP Report)	55.7	61.8	46.[illegible] (assistant principals only)	52.7	—	—	—	—
Region								
New England	41.3	51.6	35.2	42.6	24.2	22.3	32.4	33.1
Mideast	36.9	49.1	32.1	43.1	20.7	22.2	33.2	35.2
Great Lakes	42.1	45.6	34.8	37.6	23.1	30.4	30.4	36.1
Plains	43.8	42.6	37.4	40.6	14.2	25.3	27.3	34.2
Southeast	34.0	41.4	29.4	34.3	15.6	25.5	31.1	31.5
West/Far West	47.2	49.5	32.6	43.7	28.2	28.4	34.0	39.0
Governance								
Diocesan	40.7	44.7	33.0	39.2	14.9	19.4	31.0	34.0
Parochial/ Interparochial	37.9	39.7	31.8	36.4	16.1	16.7	27.0	24.5
Private	45.7	52.1	37.3	42.7	27.1	32.3	33.5	37.8
Enrollment								
Under 300	34.6	38.3	30.7	35.7	21.1	20.1	25.2	26.8
300-500	40.4	43.0	31.8	38.7	19.4	29.7	31.3	37.0
501-750	40.8	52.9	33.4	41.0'	22.5	25.3	33.5	35.9
Over 750	51.4	54.0	39.7	45.3	23.0	29.8	35.6	41.6

New Administrative Models

A small but growing number of Catholic high schools report an administrative structure in which the chief administrative officer is identified as the "president." In some instances, the president-principal model divides school leadership roles between two offices in a structure analogous to the corporate roles of Chief Executive Officer and Chief Operating Officer. This report provides a baseline for measuring the continuing evolution of Catholic secondary school leadership structures. Since 20% of the schools in this sample report a chief administrator other than the principal, it is clear that we

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are somewhat beyond the birth of this new administrative arrangement, but research, like baptism, is better late than never.

Among the schools surveyed here, 80% refer to their chief administrator as a principal, 10% as a president, and 10% use some other title, such as head or superintendent. It seems reasonable to assume that the operational distinctions between school presidents and school heads may be more semantic than substantive. Analyses of responses from these 55 schools led by presidents and comparisons to 223 principal-led Catholic high schools provide a first portrait painted by the numbers in Exhibits 8 and 9.

Exhibit 8
Percent of Schools Led by Presidents and Principals by Region, Governance and Gender

	President-led Schools	Principal-led Schools
Total	**20**	**80**
Region		
New England	36	64
Mideast	13	87
Great Lakes	18	82
Plains	39	61
Southeast	9	91
West/Far West	18	82
Governance		
Private	33	67
Diocesan	9	91
Parish/Interparochial	16	84
Gender		
All Male	37	63
All Female	18	82
Coeducational	16	84

Exhibit 9
Comparisons of President-Led and Principal-Led Schools

	All President-Led Schools (n = 55)	All Principal-Led Schools (n = 223)
Chief Administrator		
Lay	50%	41%
Woman Religious	20%	32%
Priest/Male Religious	30%	27%
Governance		
Private	69%	34%
Diocesan	20%	51%
Parish/Interparochial	11%	14%
Gender		
All Male	31%	13%
All Female	20%	22%
Coeducational	49%	65%
Full Time Development Office		
Yes	96%	80%
No	4%	20%
Annual Fundraising Income from:		
Alumni	$95,600	$24,700
Parents	$58,800	$16,800
Other	$50,100	$38,000
Special Events	$88,300	$70,000
Family Income of Students		
0-$15,000	5%	7%
$15-25,000	12%	18%
$25-35,000	22%	27%
$35-50,000	30%	28%
More than $50,000	30%	21%
Average Salaries		
Lay Teacher	$26,400	$24,200
Development Director	$34,900	$30,000
School Board		
Influential	70%	71%
Determines Budget	92%	87%
Hires/Evaluates Principal	49%	47%
Hires/Evaluates President	74%	—

While examples of the president-principal model are found in a variety of different schools, the model is most likely to be found in private all-male schools with reasonably well-established development programs. The distribution of family incomes for the schools' enrollments and the average salaries for school staffs reinforce the likelihood that these president-led schools are financially strong institutions. Fund-raising income in president-led schools is substantially larger in all categories, with extraordinary advantages reported in the levels of alumni and parent support. *Chicken-egg* and *post-hoc, propter hoc* critiques may be examined in subsequent studies.

Academic Track

The percentage of students reported to be in college preparatory academic tracks in this survey was 94 percent; higher than the 89 percent reported in two previous surveys, and the 80 percent reported for 1985-86.

Teachers

In 1991-92, the "average" Catholic high school had 31 full-time teachers and 5 part-time teachers, essentially the same number reported in the previous survey, and a decrease from the mean of 36 reported in 1987-88. Of the full-time faculty, 88 percent were lay people, somewhat higher than the 83 percent reported in the two previous surveys. Seventy percent of the religious (8% of the teaching staff) were religious women. Seventeen percent of the staff were not Catholic. While increases in the percentages of non-Catholic teachers have been quite small and statistically insignificant, (15% in 1987, 16% in 1989) for the first time this survey reports a larger percentage of non Catholics (17%) than religious (12%).

The length of service of the average high school teacher increased slightly in the present survey, with 43 percent having taught five or fewer years at the reporting school. This is in contrast to a fairly constant 46-49 percent from the 1985-86 survey to 1989-90. Fifty-four percent were in this category in 1984 (*The Catholic High School: A National Portrait*, 1985, NCEA). While some will welcome this modest evidence of reduced teacher turnover, the trend probably reflects the results of reductions in enrollments and consequent reductions in staffing, raising the average length of service for the remaining faculty.

Clergy/Religious Compensation

Of the schools with women religious on staff, 48 schools, or 22 percent, report that they pay women religious at the same rate as lay teachers. This represents an increase from 15 percent reported in 1987-88, but no substantial change from the 20 percent reported in 1989-90. The lay parity rates for men religious (31%) were even higher, and the parity rate for priests (19%) showed a slight increase from the 16 percent and 15 percent figures in two previous surveys. Average annual compensation (total of salary, benefits, housing, transportation and stipends) has increased to the point that priests, women and men religious are now reported to be receiving essentially identical compensation ($21, 500 for priests; $21,950 for men and women religious). The data are displayed in Exhibit 10.

Exhibit 10
Average Annual Compensation of Priests, Religious Women, and Religious Men (in Thousands of Dollars), 1987-88 to 1991-92

	Priests			Women Religious			Men Religious		
	87-88	89-90	91-92	87-88	89-90	91-92	87-88	89-90	91-92
Total	13.4	17.5	21.5	15.4	17.8	22.0	14.3	19.2	22.0
Under 300	*	14.0	14.4	13.6	17.1	21.6	*	16.0	15.5
300-500	12.9	18.5	21.3	15.4	17.2	22.1	13.9	20.1	23.3
501-750	14.2	16.2	20.8	17.4	18.7	21.6	13.0	18.9	22.8
Over 750	12.9	19.2	22.6	14.5	18.4	23.0	14.9	19.0	21.8

* = Insufficient Data

Lay Teacher Compensation

Ninety-four percent of the schools surveyed reported that they had established formal salary schedules for lay teachers "related to levels of education and years of experience," a proportion not significantly different from that reported in the two earlier surveys. In 1991-1992, the average scheduled salary paid to a beginning lay teacher with a baccalaureate degree was $17,685 an increase of $1,456 (9%) since 1989-90. Since the average increase for lay faculty (as well as for religious faculty) exceeds recent increases in the cost of living, it appears that Catholic high schools continue to be conscious of the need to improve faculty compensation. (See Exhibit 11 for comparisons by enrollment size.)

Although the compensation gap between Catholic and public school teachers remains wide, Catholic schools have continued to narrow it slightly during the past two years. The 1990 study reported that average Catholic high school salaries trailed the estimated public school averages by 21% at entry, 15% at maximum and 29% at the median. The current study reflects spreads of 20% at entry, 20% at maximum and 27% at the median. Once again we caution that optimism should be encased in caveats. As we have pointed out in earlier reports, the AFT and NEA estimates of public school teachers' salaries seem low. The AFT estimate of maximum salaries is based on our estimated 4% increase for the AFT figure reported in 1990-1991, the most recent AFT figure available, and does not include longevity increases; the "comparable" data reported by Catholic schools responds to a question that incorporated years of service ("If your school has a salary schedule, what is the highest scheduled salary paid for a lay teacher with an MA/MS degree?"). It seems clear then that both the 1990 and 1992 reports understate the difference between maximum salaries in public and Catholic schools. Nevertheless, the trend data provide some evidence of real if modest contraction in the compensation gap at *entry* and *median*, but a widening gap at the *top* of the salary scale. Another trend which we continue to track is the relationship between the median salaries in Catholic and Independent (NAIS) schools. In the 1989-1990 school year, the $24,400 median reported by NAIS exceeded the $22,100 median reported by Catholic high schools by 9 percent. In the current study, the gap between the NAIS median salary of $27,200 and the NCEA median salary of $24,700 remains at 9%.

The average highest salary paid to a lay teacher with a master's degree in 1991-92 was $32,028, an increase of $2,979 (10%) over 1989-90. (See Exhibits 12 and 13 for comparisons by enrollment size.) The average reported median lay teacher salaries (excluding benefits) for all schools in 1991-92, $24,716, represents an increase of $2,635 (12%) over 1989-90 (see Exhibit 13 for median salaries by enrollment size). In 1991-92, the average dollar amount of the benefits package for full-time lay teachers was $5,425, an increase of 15 percent over 1989-90 (following increases of 30 to 50% in earlier survey periods). Finally, 3 percent of the schools indicated that merit was a factor in establishing teachers' compensation, a decline from the 8 percent reported in most previous surveys.

Exhibit 11
Average Beginning Salary for Lay Teachers with B. A. or B. S. (in Thousands of Dollars), 1985-86 to 1991-92

	1985-1986	1987-1988	1989-90	1991-1992	% 89-91 Increase
Enrollment					
Under 300	11.8	13.1	14.7	15.7	7
300-500	12.4	14.6	16.3	17.7	9
501-750	13.0	14.6	16.4	18.4	12
Over 750	13.3	15.3	17.9	19.6	9
All Catholic High Schools	12.6	14.5	16.2	17.7	9
All Public High Schools (AFT estimates)	17.0	18.6	20.5	22.2	8

Exhibit 12
Average Highest Salary for Lay Teachers with M. A. or M. S. (in Thousands of Dollars), 1985-86 to 1991-92

	1985-1986	1987-1989	1989-90	1991-1992	% 89-91 Increase
Enrollment					
Under 300	19.0	22.3	24.7	27.2	10
300-500	22.2	26.3	30.0	32.3	8
501-750	23.0	26.9	30.3	34.2	13
Over 750	25.0	28.4	33.2	36.0	8
All Catholic High Schools	22.4	26.2	29.0	32.0	10
All Public High Schools (AFT estimates not including longevity increases)	32.6	32.5	34.3	39.8	16

Exhibit 13
Average Reported Median Lay Teacher Salary (in Thousands of Dollars), 1985-86 to 1991-92

	1985-1986	1987-1988	1989-1990	1991-1992	% 89-91 Increase
Enrollment					
Under 300	14.1	16.3	19.9	20.0	1
300-500	16.5	20.1	22.3	25.4	14
501-750	17.4	20.5	23.0	26.8	17
Over 750	19.2	22.2	25.4	28.5	12
All Catholic High Schools	16.8	19.7	22.1	24.7	12
All Public High Schools (NEA estimates)	26.1	28.7	31.3	33.8	8
Natl. Assoc. of Independent Schools	—	21.5	24.4	27.2	11

Teacher Organizations

Twenty-three percent of the schools reported that at least some of their teachers "are represented during contract negotiations by some negotiating groups," a continuing decline from the 29 percent reported in the previous survey and the 33 percent reported in the 1987-88 survey. Exhibit 14 shows the data by region.

Exhibit 14
Percent of Schools with Bargaining Representation, 1985-86 to 1991-92

	1985-86	1987-88	1989-90	1991-92
Region				
New England	8	22	18	36
Mideast	50	34	37	49
Great Lakes	19	12	21	13
Plains	12	19	16	22
Southeast	4	1	5	2
West/Far West	6	4	4	11

As has been the case in previous years, the vast majority of Catholic high school teachers with representation are represented either by a diocesan or district group, or by another local group, rather than by an affiliation with the NEA or the AFT.

There is a strong relationship between representation and salary, and a particularly significant relationship between representation and the dollar value of the average benefit packages (cf. Exhibit 15).

Exhibit 15
Teacher Salary and Benefits in Schools With and Without Bargaining Representation (in Thousands of Dollars)

	With	Without
Average Starting Salary for Lay Teacher with B. A.	18.8	17.3
Average Maximum Salary for Lay Teacher	34.5	31.2
Median Lay Salary	28.4	23.6
Average Benefit Package	6.7	5.0

Pupil-Teacher Ratio

Sample schools had an average pupil-teacher ratio of 14.7, unchanged from the previous survey. In terms of the quality of education, lower pupil-teacher ratios are, of course, considered a positive development, but to the extent that they reflect declining school enrollments, the trend is less positive.

Exhibit 16
Pupil-Teacher Ratio by Enrollment and Govemance, 1985-86 to 1991-92

Enrollment	1985-1986	1987-1989	1989-1990	1991-1992	% 89-91 Change
Under 300	11.7	11.5	11.1	11.6	5
300-500	15.5	14.7	15.0	14.2	-5
501-750	16.6	16.0	16.7	16.6	-1
Over 750	19.2	17.8	17.7	18.8	6
Governance					
Diocesan	18.0	16.1	15.7	15.6	-1
Parochial/ Interparochial	17.5	14.1	14.1	13.5	-4
Private	15.8	14.3	13.6	14.2	4

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Students

Selected Characteristics

The "average" Catholic high school has 524 students, a decrease of 3 percent from the 1989-1990 survey. These biennial reports of national enrollment trends reflect a mixed pattern in which some schools are experiencing enrollment growth while others experience contractions. The percent of students who are Catholic (85%) has been fairly stable (85% in 1990; 86% in 1988; 88% in 1980). Since these reports are based on samples, more precise enrollment trends can be tracked through NCEA's annual publication of school census data (cf. *Catholic Elementary and Secondary School 1991-92*, Brigham, 1992). In this instance, the percentage calculated from census reports of non-Catholic enrollments in Catholic high schools is essentially the same as the non-Catholic enrollments reported in this study (14.7% vs. 15.3%).

Exhibit 17 examines percentage enrollment by racial/ethnic group over the previous four years. The most notable trend has been the relative stability of the percentages for all racial/ethnic groups through all four grade levels, supporting the contention by other research that Catholic high schools tend to retain and graduate a high percentage of their minority students. Here too, census data closely track the percentages reported in this study, confirming our conviction that the sample provides an accurate representation of the national distribution of students in Catholic high schools.

Exhibit 17
Per School Averages—Racial/Ethnic Composition by Grade Percentages, 1987-1988 to 1991-1992

	9th Grade			10th Grade			11th Grade			12th Grade			NCEA Census Data
	88	90	92	88	90	92	88	90	92	88	90	92	91-92
Amer. Indian*	*	*	*	*	*	*	*	*	*	*	*	*	0.4
Asian/ Pacific	3	3	3	3	4	4	3	4	4	3	3	4	3.7
Black	8	8	9	7	8	9	8	8	9	7	8	8	8.7
Hispanic	11	10	9	11	10	10	10	9	10	10	9	10	10.4
White	77	79	78	76	78	77	77	78	77	78	79	78	76.8

* = less than 0.5%, more than 0.0

The family income of the students attending Catholic high schools is an important measure of the schools' service to the community. Baseline data for 1983 published in the "National Portrait" refuted the contention that Catholic high schools primarily served students from relatively affluent families. Although the percentage of students from poor families (under $15,000) remains lower than the national distribution, the children of families of modest ($25,000 to 35,000) and moderate ($35,000 to 50,000) incomes are present in percentages that exceed the national distribution by significant margins. Like all previous studies, this survey reports significant underrepresentation of families with annual income exceeding $50,000. The table (Exhibit 18) suggests that the median income of a family sending a student to a Catholic high school is about $35,000.

Exhibit 18
Percentage Family Income Distribution in Catholic High Schools (by Principal's Report) and in the United States

	Catholic High Schools (1992)	United States (1990)
Under $15,000	6	17
$15,000 - $25,000	17	16
$25,001 - $35,000	26	18
$35,001 - $50,000	28	20
Over $50,000	23	30

Changes over the past nine years reflect the continuing pressures of rising costs and increases in tuition. The percentage of students from families with incomes of $25,000 or less has dropped from 48 percent in 1983, to 44 percent in 1986, 36 percent in 1988, 25 percent in 1990, and 23 percent in the current survey. This is in part a result of inflation. A technical analysis based on "constant dollars" would substantially influence these distributions and increase the percentages within the second category, the working poor. These data provide additional evidence to refute persistent and pernicious stereotypes of Catholic schools as a refuge for the wealthy. Clearly, many families who choose Catholic high schools for their children must strain to find money for tuition within limited budgets.

At the same time, the unadjusted figures clearly show an under-representation of affluent and upper-middle class families in Catholic schools. The minority of Catholic schools that draw 30% of their students from families with incomes of more than $50,000 report substantially stronger development programs, (cf. Exhibit 9) and are better able to support extensive financial aid programs. A modest increase in the percentages of Catholic high school students drawn from families with incomes exceeding $50,000 would affirm the commitment and the capacity of the schools to serve all sectors of the community, including those whose spiritual journey was once compared to the contortions of a dromedary. Ultimately the critical ingredient in a discussion of accessibility is the school's capacity and willingness to provide financial aid, an issue examined in some detail in the following section of this report.

Twenty-six percent of the Catholic high schools surveyed say that they serve one or more handicapped students, unchanged from the previous survey. The average number of handicapped students at schools with at least one such student is 5; one school reports having 24 such students.

Financial Aid

Given a broadly shared commitment to diversity and access and a continuing reliance on tuition income, adequately funded financial aid programs are increasingly important, not only to the Catholic high school's balance sheet, but to the implementation of its philosophy. When asked how many of their ninth through twelfth grade students received some form of financial aid from the school, only 1 school said "none." Of those who provide financial aid to their students, that aid is received, on average, by 19 percent of the students. Family financial need continues to be the primary criterion used by schools in determining whether to give aid (98% consider it; 95% said it was "given the greatest weight"). Of those receiving financial aid, one student in five is given aid partly on the basis of ethnic origin or race. Athletic scholarships are quite rare (see Exhibit 19). Most schools (74%) offer some reduction in tuition for the children of their teachers and administrators.

Exhibit 19
Percent of All Catholic High Schools Applying Various Criteria for Awarding Financial Aid, 1985-86 to 1991-92

	1985-86	1987-88	1989-90	1991-92
Academic Record or Promise	52	53	62	62
Athletic Record or Promise	2	4	3	6
Financial Need	94	95	97	98
Racial or Ethnic Origin	16	15	17	20
Vocational Intention	1	2	2	2

The average grant has increased for all but the smallest schools. The median amount of total financial aid provided by a school is $69,000, a 53 percent increase from $45,000 reported in 1989-90. The size of the average grant has risen from $880 to $966, representing a 10 percent increase in the past two years. The average grant in 1991-92 covered 34 percent of the cost of average freshman tuition, in contrast to 38 percent in the two previous surveys. On balance, there is substantial evidence here that the schools have made serious efforts to sustain their financial aid programs. In most cases, their efforts have kept pace with tuition increases. Catholic high schools throughout the United States provide more than $109,000,000 in financial aid to over 113,000 students. Given the limited endowments and increasing financial demands, the dimensions of this effort on the part of Catholic high schools to educate the children of the poor and the working class are nothing short of heroic.

Exhibit 20
Dollar Value of Average Grant by Enrollment Size, 1985-86 to 1991-92

Enrollment	1985-1986	1987-1989	1989-1990	1991-1992	% 89-91 Increase
Under 300	772	819	99	851	-14
300-500	614	622	832	976	17
501-750	549	649	877	1000	14
Over 750	437	702	799	1061	33

Admission Standards

The numbers of students applying for admission and being informed of acceptance in U. S. Catholic secondary schools vary widely. A relatively small number of schools report exceptionally large applicant pools and highly selective admission standards. Since extremes tend to inflate means, the use of medians (the value above and below which 50% of the values lie) provides a more realistic description of the applicant pool and admission standards of most Catholic high schools. The shift from means to medians was first made in the 1987-88 report.Exhibit 21 presents a review of recent trends in Catholic high school admissions. In 1989 the median number of students applying to a given Catholic high school was 143, of which 140 (98%) were accepted and 120 registered for admission. In 1991, the number of applicants accepted and enrolled increased slightly, but the number applying increased by a significant 22 percent. While applicant pools are determined by a number of factors, an increase in the order of 22% suggests that increasingly sophisticated marketing and recruiting efforts may have a significant impact on future enrollments in Catholic high schools.

Exhibit 21
Catholic High School Applications, Acceptances and Admissions

	87-88	89-90	91-92
Number of applicants	160	143	174
Number and percent of applicants accepted for admission	150 (94%)	140 (98%)	149 (86%)
Number and percent of accepted applicants enrolled	127 (85%)	120 (86%)	123 (71%)

The four most important criteria for admission continue to be successful completion of the previous school year, completion of one or more standardized achievement or aptitude tests, recommendation of the elementary school principal, and a strong academic record (see Exhibit 22).

Exhibit 22
Percent of High Schools "Always" or "Usually" Applying Various Admission Criteria, 1985-86 to 1991-92

	85-86	87-88	89-90	91-92
Ability to pay full tuition without aid	26	22	22	22
Completion of one or more standardized achievement or aptitude tests	82	82	80	81
Completion of written admissions test developed by your school	—	—	25	25
Personal interview with parent or guardian	43	43	38	42
Recommendation of elementary school principal	73	76	68	66
Recommendation of student's pastor	17	15	13	18
Strong record	65	70	71	66
Successful completion of previous year of school	94	96	95	97

Asked what percent of their students graduate, over one-fifth of the schools report 95 percent or more, and more than half 90 percent or more, suggesting additional confirmation of recent research reporting exceptionally low dropout rates for Catholic high schools. When combined with the data on admissions, as well as research based on longitudinal studies of academic achievement and post-secondary success, the evidence for Catholic high school effectiveness with a broad range of students would seem rather persuasive.

Facilities

The "average" year in which Catholic schools were established is 1931, although the median is 1942. Not surprisingly, the average is strongly influenced by a small number of very old schools; twenty-one schools claim establishment before the First Vatican Council. The reported year of construction of the oldest building on the high school campus is also skewed, with a mean of 1947 and a median of 1955 (only four high school buildings in this sample were built before the First Vatican Council, while 70 have been built since the close of the Second). Some of the old wine has apparently been transferred to new wineskins.

Current market values of buildings and grounds also vary widely, from less than half a million dollars to $50,000,000, with a mean of $6.2 million and a median of $4.4 million. The aggregate value of the real assets of all Catholic high schools throughout the country exceeds 7.8 billion dollars. Among the statistics on school facilities, only the median value of buildings and facilities shows any significant change (increase) from the previous survey.

While the average school enrolls 524 students (down from 541 in 1989-90 and 622 in 1987-88), it reports a capacity for 712 students (down from 725 and 777 in the two previous surveys). Overcrowding seems not to be a current concern in most schools; enrollment as a percent of capacity is at 74 percent, essentially unchanged from the previous survey, but down from the 80% reported in the 1988 and 1986 surveys.

Parental Involvement

Ninety-five percent of the schools say that they "make use of volunteer work by parents and family members." A typical school in the sample reports (a median of) 145 parents were involved in volunteer work, donating a total of 2000 work hours during the 1991-92 school year, or approximately 14 hours per person. These figures represent no substantial change in the *number* of involved parents, but a substantial reduction of 45% in the aggregate work hours contributed by parent volunteers. When combined with decreases reported in earlier studies, the trend confirms the impact of increased parental involvement in the workplace and consequent reduction in time available for voluntary services. While Catholic high schools continue to draw on the generosity of the communities they serve, the relative importance of voluntary contributions of time and talent from working parents continues to shrink. Schools will need to adjust their financial and operational planning to accommodate this trend.

Finances

Estimated National Operating Revenues

In analyzing the finances of the United States Catholic secondary educational community, estimates have been generated for both national operating revenues and national operating expenses by multiplying the means obtained from schools who responded to this survey by 1269, the total number of schools reported in *United States Catholic Elementary and Secondary Schools, 1991-92.*

The 1990 finance report noted that operating revenues nationally were $2.28 billion. In the two years since that report, operating revenues have increased 14 percent to $2.61 billion, in spite of the decrease in numbers of schools from 1324 in 1989 to 1269 in 1991. As with previous reports, tuition and fees remain the principal source of income. Contributed services have increased slightly (7%) in the past two years, reflecting a movment toward improved compensation for religious which is balanced by only partially by the decline in the number of religious in schools. The contributed services of religious remain an important source of income for many schools, and a national gift to Catholic education with a dollar value in excess of $87,000,000.

Operating Revenues per School

The "average" high school generated $2.1 million dollars in operating revenue in 1991-92, an increase of 24% from the $1.7 million determined by the 1989-90 report. The percent of that revenue generated by tuition and fees is basically unchanged at 73 percent, although the 1991-92 tuition revenue was generated by a smaller number of students paying higher tuition. Fundraising income has increased by 21% and the catch-all category of "all other income" (e.g., endowments, athletic receipts) has increased by 12%. Over the past four years, increases in percentages of total income drawn from tuition and fundraising have balanced decreases in the percentages drawn from contributed services and all other income. (See Exhibit 23).

Exhibit 23
Average School Income and Percentage by Source and Estimated National Income (in Thousands of Dollars), 1987-88 to 1991-92

	Average per School Income and Percentages			Estimated 91-92 National Income Income for All Schools
	87-88	89-90	91-92	
Tuition and fees	1,219.1 (71%)	1,240.0 (72%)	1,489.2 (73%)	1,889,794.8
Contributed services	77.4 (5%)	65.5 (4%)	68.7 (3%)	87,180.3
Subsidies	133.0 (8%)	125.4 (7%)	150.3 (7%)	190,730.7
Fundraising	126.0 (7%)	145.7 (8%)	174.4 (9%)	221,313.6
All other income	167.7 (10%)	148.8 (9%)	162.5 (8%)	206,212.5
Total operating income	1,723.2	1,725.4	2,045.1	2,595,231.9

Estimated National Expenses

Operating expenses have increased substantially since the 1990 report. The $2.6 billion in educational expenses shown in Exhibit 24 provides one quantifiable measure of the contributions that Catholic high schools and their supporters make to the nation.

Operating Expenses per School

Average per school income has increased at the same rate as average per school expenses, leading to an average operating surplus of $9,500, about one half of one percent of the operating budget. In effect the data suggest that Catholic high schools operate on budgets that are only just balanced, with essentially no margin for unanticipated expenses, debt reduction or deferred maintenance.

Exhibit 24
Average School Operating Expenses and Percentage by Category and Estimated National Operating Expenses (in Thousands of Dollars), 1987-88 to 1991-92

	Average per School Operating Expenses and Percentages						Estimated National Operating Expenses
	87-88		89-90		91-92		91-92
Salaries - lay	791.9	(47%)	746.6	(44%)	934.2	(46%)	1,185,499.8
Salaries - religious	112.6	(7%)	118.6	(7%)	111.5	(5%)	141,493.5
Contributed services	55.4	(3%)	45.3	(3%)	49.9	(2%)	63,323.1
Other salaries	135.3	(8%)	151.3	(9%)	158.3	(8%)	200,882.7
All fringe benefits	1,774.0	(10%)	199.3	(12%)	242.9	(12%)	308,240.1
Other operating expenses	429.6	(25%)	455.0	(26%)	552.9	(27%)	701,630.1
Total operating expenses	1,702.2		1,716.1		2,048.8		2,599,927.2

Operating Revenues by Governance

The median total income for private high schools was 144 percent higher than that of parochial/interparochial schools, and 31 percent higher than that of diocesan schools. Looking at particular income categories, private school median tuition and fees income was more than 4 times that of parochial/interparochial schools, and 52 percent greater than that of diocesan schools (cf. Exhibit 25) The private school median income from fundraising was half again that of parish schools, and nearly double that of diocesan schools. The median subsidies for parish schools continue to exceed those of diocesan schools and private schools by considerable amounts.

Exhibit 25
Median Income by Source, by Governance (in Thousands of Dollars)

Source of Income	Diocesan	Parochial	Private
Tuition and fees	1,148.8	407.0	1,729.1
Contributed services	24.3	0.0	65.0
Subsidies	159.3	176.0	4.8
Fundraising	89.4	111.9	167.5
All other income	89.1	70.0	157.3
Total operating income	1,680.8	897.2	2,204.7

Operating Expenses by Governance

Not surprisingly, median private school expenses are higher in all categories than those of diocesan schools, which are in turn higher than those of parochial/interparochial schools (Exhibit 26).

Exhibit 26
Median Operating Expenses by Governance (in Thousands of Dollars)

	Diocesan	Parochial	Private
Expense Category:			
Salaries and benefits	1,235.6	757.3	1,612.4
Other expenses	376.4	201.6	638.4
Total operating expenses	1,660.4	978.9	2,201.5

For further categorical revenue and expense analyses, see the Appendices.

Tuition and per-Pupil Expenditures

Across all schools surveyed, as displayed in Exhibit 27, median tuition represented 73 percent of median per pupil costs ($3,700), up from 65 percent in 1989. However, the percentage varies across school categories. Within the four sub-groupings of schools by governance, gender, region, and enrollment, tuition in private schools, single-gender schools, schools in New England, and schools with more than 500 students provide the highest percentages of per-pupil costs. The per pupil costs in all public schools (K-12) is estimated at $5,327 or 44 percent more than the per pupil costs of Catholic high schools. Since the public school average includes a majority of elementary schools, whose costs are typically lower than secondary schools', the real difference between Catholic and public secondary school per-pupil cost is certainly far greater than 44 percent. In any case, a conservative estimate of the dollar value of Catholic secondary education's contribution to the nation in 1991-92 would exceed 3.5 billion dollars.

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Exhibit 27
Median Tuition Costs and Per-Pupil Expenditures and Tuition as % of Per-Pupil Expenditure

	9th Grade Tuition	Per Pupil Expenditures	Tuition as Percent Total of Expenditures
All Catholic high schools	2700	3700	73
All public schools K-12 (U. S. Dept. of Education)	NA	5327	NA
Region			
New England	3450	4285	81
Mideast	2750	3831	72
Great Lakes	2500	3579	70
Plains	1712	3526	49
Southeast	2525	3392	74
West/Far West	3200	4228	76
Governance			
Diocesan	2300	3414	67
Parochial/Interparochial	1950	3395	57
Private	3200	4267	73
Enrollment			
Under 300	2000	3774	53
300-500	2812	4035	68
501-750	2900	3579	81
Over 750	3025	3576	85
Gender Composition			
All Male	3300	4493	73
All Female	2942	3998	74
Coeducational	2400	3580	68

In the last two years, average (*mean*) tuition has increased by 23 percent, from $2,299 in 1989 to $2,817 in 1991. The average Catholic high school freshman-year tuition has increased over $1,100 (68%) since 1985-86 (Exhibit 28).

Exhibit 28
Average Tuition by Grade 1985-1986 to 1991-1992

	1985-86	1987-88	1989-90	1991-92
Grade 9	1675	1938	2299	2817
Grade 10	1681	1929	2302	2818
Grade 11	1684	1924	2303	2818
Grade 12	1691	1927	2306	2820

Development

This survey is the second in this series in which schools were asked to report some detailed information about their development programs. Of all Catholic high schools in the sample, 84 percent report that they have established a development office. Within the subgroups, development office are found in 97 percent of private high schools and 73 percent of diocesan and parochial schools. Development activity is a fairly recent phenomenon. The average office was established in 1985. Private high schools, on average, established their development office in 1983. Ninety-four percent of these offices are staffed by salaried directors. Private schools show modest head starts over diocesan and parish schools (1986) in establishing a development program and in providing a salaried director (96% v. 92% and 93% in diocesan and parish schools respectively). While most schools seem to be working on multi-faceted development programs, there are significant variations in the income generated by the development efforts of Catholic high schools. Although private Catholic high schools generate substantially greater returns from all sources, their advantage in alumni gifts is quite significant.

Exhibit 29
Average Income from Development Resources By Governance (in Thousands of Dollars)

	Alumni Contributions	Parents Contributions	Other Contributors to Annual Funds	Special Events
All Catholic High Schools	38.5	24.6	41.3	73.0
Diocesan	18.7	14.5	30.3	63.3
Parochial/Inter-Parochial	18.9	8.3	36.2	63.3
Private	70.3	43.1	57.1	89.1

This was the first year in which questions were asked concerning the salary of the full-time development director. The average income of the director across all schools was $31,100. Exhibit 30 shows the figures by school size and governance type.

Exhibit 30
Average Development Director Salary by Governance and Size (in Thousands of Dollars)

All Catholic High Schools	31.1
Diocesan	28.5
Parochial/Inter-Parochial	25.4
Private	34.3
1-299	24.0
300-500	33.0
501-750	32.8
751 and up	34.2

There is general agreement among development specialists about appropriate areas of responsibility for a professional development director. While many specialists would limit the extent to which the director might assume responsibility for special events and student recruitment, the typical director in a Catholic high school may be asked to provide support in these areas, in addition to working on annual and capital campaigns. Exhibit 31 describes the range and frequency of the development director's responsibilities.

Exhibit 31
Is the Development Director responsible for:

	Yes	No
Student recruitment?	40%	60%
Public relations?	80%	20%
Alumni Association?	85%	15%
Annual Appeal?	94%	6%
Capital campaign?	76%	24%
Special event fundraising?	84%	16%

Governance and External Relations

School Boards

In this report, as in the National Portrait, the term "school board" was defined in its broadest sense, to include both advisory groups as well as policy-making bodies and legally responsible boards of trustees. Eighty-eight percent of the high schools surveyed reported that they had a school board, an increase from 82 percent in 1989, and 67 percent reported in 1987. The average size of the schoolboard (15.1) has remained stable; it would seem that most Catholic high schools have settled on a 15 person board. Diocesan schools in this survey were "least" likely to have boards (81%) while parochial schools and private schools are about equally likely (92% and 94% respectively). Average size of school boards and percent lay involvement, by governance and enrollment size, are shown in Exhibit 32. The percent lay membership is lowest, just over 60 percent, for private schools. It seems reasonable to infer that many sponsoring religious communities have retained a significant role in the boards of their schools.

Exhibit 32
Average Size of School Boards and Percent of School Board Members Who Are Laypersons by Governance and Enrollment

	No. of Members	Percent Lay
Governance		
Diocesan	16	75
Parochial/Interparochial	13	71
Private	15	61
Enrollment		
Under 300	14	69
300-500	15	65
501-750	16	71
Over 750	16	66

The functions and duties of school boards vary somewhat by governance, as reflected in Exhibit 33. Parochial/Interparochial boards have the strongest influence on the daily operations of their schools, and on hiring and evaluating their principals; private school boards have the strongest influences on budgets and are most likely to expect their lay members to donate money to the school.

Exhibit 33
Percent of Schools Reporting School Board Functions By Governance

	Influence Daily Operations	Decide Operating Budget	Lay Members Hire/Evaluate Principal	Expected to Donate
All Catholic High Schools	71	88	50	41
Diocesan	67	82	35	29
Parochial/Interparochial	88	88	70	24
Private	69	94	57	59

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It is also of interest to note that 62 percent of the schools surveyed said that they provided "yearly financial reports to parents and other constituencies." This is most likely to occur with parochial/inter-parochial schools (73%) and least likely to occur with private schools (58%).

Federal and State Program Participation

The schools participating in the survey reported a major increase in their involvement in Chapter 1 programs for the economically disadvantaged, and a continuing decline in involvement in Upward Bound and programs relating to the Vocational Act of 1963. Two programs included in previous surveys (Talent Search and Junior ROTC) were excluded from the present survey because of low reporting rates.

Concerning state programs, there was a continuing increase in high schools availing themselves of drug education programs, and increases (after 1988-90 declines) in schools involved in state-supported "guidance and counseling" and "health education" programs. Participation in other programs continued at previously-reported rates.

Exhibit 34
Percent of Schools Reporting Participation in Federally Assisted or Financed Programs, 1985-86 to 1991-92

	85-86	87-88	89-90	91-92
Education Consolidation Improvement Act Chapter 1 (Education of children of economically disadvantaged)	13	12	15	21
Chapter 2 (Consolidation of federal programs for elementary and secondary education)	73	70	80	78
Junior ROTC	2	2	2	—
Talent Search	5	4	4	—
Upward Bound	9	6	8	5
Vocational Act of 1963:				
Vocational Education Basic Programs	9	6	6	5
Cooperative Vocational Education Program	12	12	8	6
Consumer and Homemaking Education	5	4	6	4

Exhibit 35
Percent of Schools Reporting Participation in State Assisted or Financed Programs, 1985-86 to 1991-92

	85-86	87-88	89-90	91-92
Bus transportation	47	43	41	40
Drug education	9	32	42	54
Education of the handicapped	10	13	11	13
Education of students from low-income families	5	5	4	3
Guidance and counseling	19	26	16	20
Health services	33	37	28	37
Library or A-V resources	67	70	57	55
Textbooks	44	45	48	50

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APPENDIX A

Introduction

The "average school" is a statistical model derived largely from the means of various measures obtained in the sample. It is not a "real" school, but one which readers may find useful as a yardstick against which to measure their own experiences and situations. The model of the average Catholic high school is followed by a set of statistical models for each of the seven "typical" schools. When studying these models, the reader should remember that there are many interrelated variables that determine the fiscal dimensions of each school's operation, e.g., location, staff size, tuition rates, age and condition of facilities, composition and resources of the community served by the school. Some of these variables are especially elastic; others can harden into constraints, depending on the prevailing climate.

Average Catholic High School

The average Catholic high school is coeducational. It has an enrollment of 524 students, which is 74% of the school's capacity. It is lead by a religious or priest. The majority of its students are in a college preparatory program, and its pupil-teacher ratio is 14.6 to 1. Of its 9th grade class of 132, it is estimated that between 90 and 94 percent will remain in school and graduate in four years.

Seventy-nine of the school's students are non-Catholic. Twenty-three percent of the students come from families with annual incomes of less than $25,000 per year, and the principal estimates that perhaps 5% of the students come from families that receive Aid to Families with Dependent Children. Across all four years, 19% of the students receive some form of financial aid, averaging about $966 for each of the 100 students receiving assistance.

The school has a full-time faculty of 31, of whom 4 are religious and 27 are lay persons. Five of the teachers are not Catholic; 19 have 10 or fewer years' experience. The median salary for lay teachers is $24,715, and they have a benefit package valued at $5,425. The school also has five part-time teachers.

The school's income is $2,058,300 and its expenses are $2,048,800. The investment in each student is $3,909 of which $2,817 is covered by tuition and fees.

The school has a board of 15 members, 11 of whom are lay persons. The board approves the annual budget and prepares and makes available an annual financial report.

Average High School Model
The Diocesan High School (n=125)

In 1991-92 there were 441 diocesan high schools in the United States. Among the three governance types, the average diocesan high school had the largest enrollment, and the highest pupil-teacher ratio.

Enrollment		
Total	529	
Catholic	450	
Non-Catholic	79	
Gender Composition:	Coeducational	(62%)
Principal:	Religious	(53%)
Faculty (Full-Time)		
Total	30	
Catholic lay	22	
Religious	3	
Non-Catholic	5	
Pupil-teacher ratio	15.6	
Lay Salary and Benefits		
Beginning salary (B.A.)	$17,400	
Highest salary (M.A.)	31,300	
Median salary	24,300	
Benefit package	5,800	
Finances		
Total income	$1,862,600	
Tuition and fees	1,344,300	
Total expenses	1,850,200	
Difference	12,400	
Average 9th grade tuition	2,405	
Average grant-financial aid	867	
Per pupil expenditure	3,528	
School Board		
Average number of members	16	
Average number of lay members	12	

Average High School Model
The Parochial/Interparochial High School (n=37)

In 1991-92 there were 307 parish and interparochial high schools in the United States. Among the three governance types, the average parochial or interparochial high school had the smallest enrollment, the lowest tuition, and the highest percentage of non-tuition income.

Enrollment		
Total	309	
Catholic	259	
Non-Catholic	50	
Gender Composition:	Coeducational	(86%)
Principal:	Lay: (68%)	
Faculty (Full-Time)		
Total	20	
Catholic lay	15	
Religious	1	
Non-Catholic	4	
Pupil-teacher ratio	13.4	
Lay Salary and Benefits		
Beginning salary (B.A.)	$ 15,700	
Highest salary (M.A.)	27,000	
Median salary	20,200	
Benefit package	4,200	
Finances		
Total income	1,172,200	
Tuition and fees	706,000	
Total expenses	1,179,700	
Difference	-7,500	
Average 9th grade tuition	1,922	
Average grant-financial aid	607	
Per pupil expenditure	3,532	
School Board		
Average number of members	13	
Average number of lay members	9	

Average High School Model
The Private High School (n=115)

In 1991-92 there were 521 private high schools in the United States. Among the three governance types, the average private high school had the highest tuition, per pupil expenditure and financial aid, the highest faculty salaries, and the largest operating budget.

Enrollment		
Total	508	
Catholic	430	
Non-Catholic	78	
Gender Composition:		
Single Sex: 75%		
All-female (44%)		
All-male (31%)		
Principal:	Religious	(70%)
Faculty (Full-Time)		
Total	34	
Catholic lay	24	
Religious	5	
Non-Catholic	5	
Pupil-teacher ratio	14.2	
Lay Salary and Benefits		
Beginning salary (B.A.)	$18,600	
Highest salary (M.A.)	34,500	
Median salary	26,600	
Benefit package	5,400	
Total income	2,613,700	
Tuition and fees	1,957,500	
Total expenses	2,604,500	
Difference	9,200	
Average 9th grade tuition	3,518	
Average grant/financial aid	1,186	
Per pupil expenditure	5,167	
School Board		
Average number of members	15	
Average number of lay members	9	

Average High School Model
Less than 300 Students (n=79)

Enrollment		
Total	185	
Catholic	156	
Non-Catholic	29	
Gender Composition:	Coeducational	(72%)
Principal:	Religious	(59%)
Faculty (Full-Time)		
Total	16	
Catholic Lay	11	
Religious	2	
Non-Catholic	3	
Pupil teacher ratio	11.6	
Lay Salary and Benefits		
Beginning salary (B.A.)	$15,700	
Highest salary (M.A.)	27,200	
Median salary	20,000	
Benefit package	4,100	
Finances		
Totall income	936,900	
Tuition and fees	538,800	
Total expenses	967,300	
Difference	-30,400	
Average 9th grade tuition	2,434	
Average grant/financial aid	851	
Per pupil expenditure	4,725	
School Board		
Average number of members	14	
Average number of lay members	10	

Average High School Model
Between 300 and 500 Students (n=72)

Enrollment		
Total	383	
Catholic	317	
Non-Catholic	66	
Gender Composition:	Coeducational	(54%)
Principal:	Religious	(51%)
Faculty (Full-Time)		
Total	27	
Catholic lay	19	
Religious	4	
Non-Catholic	4	
Pupil-teacher ratio	14.2	
Lay Salary and Benefits		
Beginning salary (B.A.)	$17,700	
Highest salary (M.A.)	32,300	
Median salary	25,400	
Benefit package	5,500	
Finances		
Total income	$1,734,300	
Tuition and fees	1,125,200	
Total expenses	1,727,400	
Difference	6,900	
Average 9th grade tuition	2,932	
Average grant-financial aid	976	
Per pupil expenditure	4,366	
School Board		
Average number of members	15	
Average number of lay members	10	

Average High School Model
Between 501 and 750 Students (n=63)

Enrollment		
Total	585	
Catholic	505	
Non-Catholic	80	
Gender Composition:	Coeducational	(52%)
Principal:	Religious	(59%)
Faculty (Full-Time)		
Total	34	
Catholic lay	25	
Religious	4	
Non-Catholic	5	
Pupil-teacher ratio	16.6	
Lay Salary and Benefits		
Beginning salary (B.A.)	$18,400	
Highest salary (M.A.)	34,200	
Median salary	26,800	
Benefit package	5,900	
Finances		
Total income	2,314,600	
Tuition and fees	1,773,900	
Total expenses	2,309,800	
Difference	4,800	
Average 9th grade tuition	2,883	
Average grant-financial aid	1,000	
Per pupil expenditure	3,800	
School Board		
Average number of members	16	
Average number of lay members	11	

Average High School Model
More than 750 Students (n=55)

Enrollment		
Total	988	
Catholic	843	
Non-Catholic	145	
Gender Composition:	Coeducational	(60%)
Principal:	Religious	(64%)
Faculty (Full-Time)		
Total	54	
Catholic lay	42	
Religious	6	
Non-Catholic	6	
Pupil-teacher ratio	18.8	
Lay Salary and Benefits		
Beginning salary (B.A.)	19,600	
Highest salary (M.A.)	36,000	
Median salary	28,500	
Benefit package	6,600	
Finances		
Total income	3,775,000	
Tuition and fees	3,019,800	
Total expenses	3,700,900	
Difference	74,100	
Average 9th grade tuition	3,025	
Average grant-financial aid	1,061	
Per pupil expenditure	3,666	
School Board		
Average number of members	16	
Average number of lay members	11	

APPENDIX B

Summary Tables by Governance, Region, and Enrollment

Table B1
Total Tuition and Fees Income (Dollar Medians in Thousands of Dollars)

	Diocesan		Parochial/ Interparochial		Private	
New England						
500 and under	1,291	(3)	**		**	
Over 500	2,292	(6)	ns		2,242	(6)
Mideast						
500 and under	663	(13)	**		1,142	(16)
Over 500	1,886	(13)	**		2,626	(11)
Great Lakes						
500 and under	568	(14)	427	(5)	887	(8)
Over 500	1,602	(6)	1,193	(3)	2,241	(18)
500 and under	196	(11)	267	(9)	927	(4)
Over 500	**		804	(3)	2,613	(3)
Southeast						
500 and under	860	(5)	300	(7)	880	(7)
Over 500	2,112	(13)	ns		2,227	(6)
West/Far West						
500 and under	613	(9)	ns		1,349	(11)
Over 500	2,493	(12)	ns		3,069	(4)

** = fewer than 3 schools in this category
ns = no schools in this category
(n) = number of schools in this category

Table B2
Tuition and Fees as Percent of Operating Funds (Median Percent)

	Diocesan		Parochial/ Interparochial		Private	
New England						
500 and under	78	(3)	**		**	
Over 500	75	(6)	ns		84	(6)
Mideast						
500 and under	55	(13)	**		74	(16)
Over 500	85	(13)	**		78	(11)
Great Lakes						
500 and under	44	(14)	62	(5)	65	(8)
Over 500	71	(6)	63	(3)	80	(18)
Plains						
500 and under	37	(11)	33	(9)	68	(4)
Over 500	**		61	(3)	75	(3)
Southeast						
500 and under	67	(5)	56	(7)	72	(7)
Over 500	84	(13)	ns		82	(6)
West/Far West						
500 and under	66	(9)	ns		74	(11)
Over 500	88	(12)	ns		84	(4)

** = fewer than 3 schools in this category
ns = no schools in this category
(n) = number of schools in this category

Table B3
Total Non-tuition Income (Dollar Medians in Thousands of Dollars)

	Diocesan		Parochial/ Interparochial		Private	
New England						
500 and under	247	(3)	**		**	
Over 500	632	(6)	ns		78	(6)
Mideast						
500 and under	450	(13)	**		553	(16)
Over 500	472	(13)	**		763	(11)
Great Lakes						
500 and under	559	(14)	300	(5)	424	(8)
Over 500	598	(6)	684	(3)	566	(18)
Plains						
500 and under	376	(11)	503	(9)	300	(4)
Over 500	**		937	(3)	853	(3)
Southeast						
500 and under	179	(5)	258	(7)	235	(7)
Over 500	419	(13)	ns		501	(6)
West/Far West						
500 and under	307	(9)	ns		546	(11)
	342	(12)	ns		593	(4)

** = fewer than 3 schools in this category
ns = no schools in this category
(n) = number of schools in this category

Table B4
Fundraising as a Percent of Operating Income (Median Percent)

	Diocesan		Parochial/ Interparochial		Private	
New England						
500 and under	4	(3)	**		**	
Over 500	5	(6)	ns		4	(6)
Mideast						
500 and under	5	(13)	**		8	(16)
Over 500	4	(13)	**		4	(11)
Great Lakes						
500 and under	12	(14)	17	(5)	16	(8)
Over 500	12	(6)	8	(3)	11	(18)
Plains						
500 and under	11	(11)	11	(9)	10	(4)
Over 500	**		13	(3)	6	(3)
Southeast						
500 and under	10	(5)	8	(7)	6	(7)
Over 500	3	(13)	ns		7	(6)
West/Far West						
500 and under	11	(9)	ns		13	(11)
Over 500	4	(12)	ns		7	(4)

** = fewer than 3 schools in this category
ns = no schools in this category
(n) = number of schools in this category

Table B5
Per Pupil Expenditures (Dollar Median)

	Diocesan		Parochial/ Interparochial		Private	
New England						
500 and under	4,285	(3)	**		**	
Over 500	3,829	(7)	ns		4,724	(5)
Mideast						
500 and under	3,740	(12)	**		4,588	(17)
Over 500	2,992	(12)	**		4,067	(12)
Great Lakes						
500 and under	3,471	(13)	3,462	(5)	4,652	(8)
Over 500	3,008	(5)	3,046	(3)	3,648	(16)
Plains						
500 and under	3,094	(11)	3,774	(9)	6,175	(5)
Over 500	2,846	(3)	2,452	(3)	3,958	(3)
Southeast						
500 and under	3,392	(5)	2,961	(7)	4,452	(6)
Over 500	3,342	(13)	ns		3,224	(6)
West/Far West						
500 and under	3,156	(9)	ns		5,090	(12)
Over 500	3,69	(14)	ns		4898	(5)

** = fewer than 3 schools in this category
ns = no schools in this category
(n) = number of schools in this category

Table B6
Total Salaries and Benefits (Dollar Median in Thousands of Dollars)

	Diocesan		Parochial/ Interparochial		Private	
New England						
500 and under	1,152	(3)	**		**	
Over 500	2,213	(7)	ns		1,739	(5)
Mideast						
500 and under	870	(12)	**		1,167	(17)
Over 500	1,724	(12)	**		2,773	(12)
Great Lakes						
500 and under	881	(13)	757	(5)	1,096	(8)
Over 500	1,613	(5)	1,516	(3)	2,234	(16)
Plains						
500 and under	473	(11)	704	(9)	878	(5)
Over 500	1,481	(3)	1,671	(3)	2,318	(3)
Southeast						
500 and under	700	(5)	408	(7)	752	(6)
Over 500	1,755	(13)	ns		2,017	(6)
West/Far West						
500 and under	723	(9)	ns		1,332	(12)
Over 500	2,168	(14)	ns		2,615	(5)

** = fewer than 3 schools in this category
ns = no schools in this category
(n) = number of schools in this category

Table B7
Total Other Operating Expenses (Dollar Median in Thousands of Dollars)

	Diocesan		Parochial/ Interparochial		Private	
New England						
500 and under	451	(3)	**		**	
Over 500	602	(7)	ns		837	(5)
Mideast						
500 and under	351	(12)	**		453	(17)
Over 500	597	(12)	**		764	(12)
Great Lakes						
500 and under	319	(13)	222	(5)	482	(8)
Over 500	454	(5)	220	(3)	752	(16)
Plains						
500 and under	193	(11)	202	(9)	291	(5)
Over 500	185	(3)	276	(3)	697	(3)
Southeast						
500 and under	228	(5)	110	(7)	308	(6)
Over 500	615	(13)	ns		581	(6)
West/Far West						
500 and under	179	(9)	ns		628	(12)
Over 500	855	(14)	ns		920	(5)

** = fewer than 3 schools in this category
ns = no schools in this category
(n) = number of schools in this category

Appendix C

Catholic High Schools Reflected in This Report

New England

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Xavier High School	Middletown, CT
Academy of Our Lady of Mercy	Milford, CT
Canterbury School	New Milford, CT
St. Bernard High School	Uncasville, CT
North Cambridge Catholic High School	Cambridge, MA
Pope John XXIII Central High Scool	Everett, MA
Bishop Connolly High Shool	Fall River, MA
Holyoke Catholic High School	Holyoke, MA
Sacred Heart High School	Kingston, MA
Central Catholic High School	Lawrence, MA
Malden Cathoic High School	Malden, MA
Presentation of Mary Academy	Metheun, MA
Mt. Alvernia High School	Newton, MA
Bishop Fenwick High School	Peabody, MA
St. Joseph Central High School	Pittsfield, MA
Cathedral High School	Springfield, MA
Our Lady of Nazareth Academy	Wakefield, MA
St. Mary's High School	Westfield, MA
Holy Name Central Catholic High School	Worcester, MA
St. Peter Marian Junior-Senior High School	Worchester, MA
St. Thomas Aquinas High School	Dover, NH
Bishop Guertin High School	Nashua, NH
St. Raphael Academy	Pawtucket, RI
Prout School	Wakefield, RI
Mount St. Charles Academy	Woonsocket, RI

Mideast

Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania

St. Anselm's Abbey School	Washington, DC
Our Lady of Pompei School	Baltimore, MD
Mount de Sales Academy	Baltimore, MD
Mercy High School	Baltimore, MD
St. Mary's Ryken High School	Leonardtown, MD
Georgetown Preparatory School	North Bethesda, MD
St. Augustine Preparatory School	Richland, NJ
Marist High School	Bayonne, NJ
Essex Catholic High School	East Orange, NJ
Bishop Ahr - St. Thomas School	Edison, NJ
Gloucester Catholic High School	Gloucester City, NJ
Paul VI High School	Haddonfield, NJ
St. John Vianney Regional High School	Holmdel, NJ

St. Joseph's High School	Metuchen, NJ
Delbarton School	Morristown, NJ
Queen of Peace High School	N. Arlington, NJ
St. Benedict Preparatory School	Newark, NJ
Wildwood Catholic High School	North Wildwood, NJ
Bergen Catholic School	Oradell, NJ
Paramus Catholic Girls High School	Paramus, NJ
Paterson Catholic Regional High School	Paterson, NJ
St. Mary Regional High School	South Amboy, NJ
McCorristin High School	Trenton, NJ
Mount St. Mary Academy	Watchung, NJ
De Paul Diocesan High School	Wayne, NJ
St. Joseph Palisades High School	West New York, NJ
St. Francis High School	Athol Springs, NY
All Hallows Institute	Bronx, NY
Aquinas High School	Bronx, NY
Preston High School	Bronx, NY
Mount St. Michael Academy High School	Bronx, NY
Catherine McAuley High School	Brooklyn, NY
Nazareth Regional High School	Brooklyn, NY
Bishop Kearney High School	Brooklyn, NY
St. Saviour High School	Brooklyn, NY
Bishop Loughlin High School	Brooklyn, NY
Mount Mercy Academy	Buffalo, NY
Notre Dame High School	Elmira, NY
St. Francis Preparatory School	Flushing, NY
John S. Burke Catholic High School	Goshen, NY
The Mary Louis Academy	Jamaica Estates, NY
St. Agnes Boys High School	New York, NY
Regis High School	New York, NY
Ursuline Junior/Senior High School	New Rochelle, NY
Cathedral High School	New York, NY
Niagara Catholic High School	Niagara Falls, NY
La Salle Military Academy	Oakdale, NY
Nazareth Academy	Rochester, NY
McQuaid Jesuit High School	Rochester, NY
Stella Maris High School	Rockaway, NY
John F. Kennedy High School	Somers, NY
St. Anthony's High School	South Huntington, NY
Immaculate Heart Central High School	Watertown, NY
Academy of Our Lady of Good Counsel High School	White Plains, NY
Central Catholic High School	Allentown, PA
Bishop Guilfoyle Hig School	Altoona, PA
Sacred Heart High School	Carbondale, PA
DuBois Central Christian Junior-Senior High School	DuBois, PA
Greensburg Central Catholic High School	Greensburg, PA
Bishop McDevitt High School	Harrisburg, PA
Bishop Hafey High School	Hazleton, PA
Bishop McCort High School	Johnstown, PA
Villa Maria High School	Malvern, PA

Roman Catholic High School for Boys	Philadelphia, PA
North Catholic High School	Pittsburgh, PA
Bishop O'Hara Catholic High School	Scranton, PA
Our Lady of Lourdes Regional High School	Shamokin, PA
Academy of Notre Dame de Namur	Villanova, PA
Bishop Neumann Junior-Senior High School	Williamsport, PA
York Catholic High School	York, PA

Great Lakes

Illinois, Indiana, Michigan, Ohio, Wisconsin

Marquette High School	Alton, IL
Resurrection High School	Chicago, IL
Brother Rice High School	Chicago, IL
Academy of Our Lady	Chicago, IL
St. Martin de Porres Academy	Chicago, IL
Hales Franciscan High School	Chicago, IL
Gordon Technical High School	Chicago, IL
Benet Academy	Lisle, IL
Montini Catholic High School	Lombard, IL
Carmel High School	Mundelein, IL
Providence Catholic High School	New Lenox, IL
Fenwick High School	Oak Park, IL
Trinity High School	River Forest, IL
Holy Cross High School	River Grove, IL
Alleman High School	Rock Island, IL
Immaculate Heart of Mary High School	Westchester, IL
Regina Dominican High School	Wilmette, IL
Marian Central Catholic High School	Woodstock, IL
Reitz Memorial High School	Evansville, IN
Marian Heights Academy	Ferdinand, IN
Bishop Dwenger High School	Fort Wayne, IN
Central Catholic Junior-Senior High School	Lafayette, IN
Andrean High School	Merrillville, IN
Marian High School	Mishawaka, IN
Academy of the Sacred Heart	Bloomfield Hills, MI
University of Detroit Jesuit High School	Detroit, MI
Dominican High School	Detroit, MI
Catholic Central High School	Grand Rapids, MI
Our Lady Star of the Sea High School	Grosse Pointe, MI
Notre Dame High School	Harper Woods, MI
Lumen Christi High School	Jackson, MI
Msgr. Hackett High School	Kalamazoo, MI
Bishop Borgess High School	Redford, MI
Catholic Central High School	Redford, MI
St. Francis High School	Traverse City, MI
De La Salle Collegiate High School	Warren, MI
Our Lady of the Lakes High School	Waterford, MI
Gabriel Richard High School	Wyandotte, MI
Our Lady of the Elms High School	Akron, OH
Archbishop Hoban High School	Akron, OH
St. John Central High School	Bellaire, OH

Mother of Mercy High School	Cincinnati, OH
LaSalle High School	Cincinnati, OH
St. Xavier High School	Cincinnati, OH
Regina High School	Cleveland, OH
Magnificat High School	Cleveland, OH
Benedictine High School	Cleveland, OH
Archbishop Alter School	Dayton, OH
Gilmour Academy	Gates Mills, OH
Stephen T. Badin High School	Hamilton, OH
St. Augustine Academy	Lakewood, OH
Lima Central Catholic High School	Lima, OH
St. Thomas Aquinas High School	Louisville, OH
Newark Catholic High School	Newark, OH
St. Paut High School	Norwalk, OH
Calvert High School	Tiffin, OH
Notre Dame Academy	Toledo, OH
Catholic Central High School	Burlington, WI
Regis High School	Eau Claire, WI
Aquinas High School	La Crosse, WI
Dominican High School	Milwaukee, WI
Divine Savior-Holy Angels School	Milwaukee, WI
Lourdes Academy	Oshkosh, WI

Plains

Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota

Garrigan High School	Algona, IA
Marquette High School	Bellevue, IA
Notre Dame High School	Burlington, IA
Kuemper High School	Carroll, IA
St. Edmond High School	Fort Dodge, IA
Don Bosco High School	Gilbertville, IA
Cardinal Stritch Jr. Sr. High School	Keokuk, IA
Heelan High School	Sioux City, IA
Academy of Mount St. Scholastica	Atchison, KS
Trinity High School	Hutchinson, KS
Bishop Ward High School	Kansas City, KS
Pacelli High School	Austin, MN
Bethlehem Academy	Faribault, MN
De La Salle High School	Minneapolis, MN
Benilde-St. Margaret's High School	Minneapolis, MN
New Ulm Area Catholic School	New Ulm, MN
St. Bernard High School	Saint Paul, MN
St. Pius X High School	Festus, MO
St. Mary's Diocesan-Bundschu Memorial High School	Independence, MO
Helias High School	Jefferson City, MO
St. Dominic High School	O'Fallon, MO
St. Vincent High School	Perryville, MO
Rosary High School	Saint Louis, MO
Incarnate Word Academy	Saint Louis, MO

Bishop Le Blond High School	Saint Joseph, MO
Nerinx High School	Saint Louis, MO
Christian Brothers College High School	Saint Louis, MO
Notre Dame High School	Saint Louis, MO
Cor Jesu Academy	Saint Louis, MO
Villa Duchesne Junior-Senior High Scool	St. Louis, MO
Pope John XXIII Central Catholic High School	Elgin, NE
Sacred Heart School	Falls City, NE
Kearney Catholic High School	Kearney, NE
Holy Family High School	Lindsay, NE
Cathedral High School	Omaha, NE
Roncalli High School	Omaha, NE
Bishop Neumann Central High School	Wahoo, NE
St. Mary's Central High School	Bismarck, ND
Bishop Ryan Junior-Senior High School	Minot, ND

Southeast

Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Caroina, Tennessee, Virginia, West Virginia

St. Bernard Preparatory School	Cullman, AL
Clearwater Central Catholic High School	Clearwater, FL
Bishop Verot High School	Fort Myers, FL
Cardinal Gibbons High School	Ft. Lauderdale, FL
Bishop Moore High School	Orlando, FL
Tampa Catholic High School	Tampa, FL
Cardinal Newman High School	W. Palm Beach, FL
Aquinas High School	Augusta, GA
St. Vincent's Academy	Savannah, GA
Bethlehem High School	Bardstown, KY
Hoy Cross High School	Covington, KY
Notre Dame Academy	Covington, KY
Villa Madonna Academy	Covington, KY
Assumption High School	Louisville, KY
Mercy Academy	Loisville, KY
Holy Cross High School	Louisville, KY
Holy Rosary Academy	Louisville, KY
Vermilion Catholic High School	Abbeville, LA
Bishop Sullivan High School	Baton Rouge, LA
Catholic High School	Baton Rouge, LA
Academy of the Sacred Heart	Grand Coteau, LA
Holy Rosary Institute School	Lafayette, LA
Archbishop Shaw High School	Marrero, LA
Central Catholic High School	Morgan City, LA
Cabrini High School	New Orleans, LA
Jesuit High School	New Orleans, LA
St. Mary's Dominican High School	New Orleans, LA
Pope John Paul II High Shool	Slidell, LA
Edward Douglas White High School	Thibodaux, LA
Sacred Heart High School	Ville Platte, LA
Our Lady Academy	Bay St. Louis, MS
St. Stanislaus School	Bay St. Louis, MS

St. John High School	Gulfport, MS
Charlotte Catholic High School	Charlotte, NC
Bishop England High School	Charleston, SC
St. Benedict at Auburndale	Cordova, TN
Father Ryan High School	Nashville, TN
Bishop Ireton High School	Alexandria, VA
Paul VI High School	Fairfax, VA
Notre Dame Academy	Middleburg, VA
Norfolk Catholic High School	Norfolk, VA
Walsingham Academy Upper School	Williamsburg, VA
Notre Dame High School	Clarksburg, WV
St. Joseph Central Catholic High School	Huntington, WV
Bishop Donahue High School	McMechen, WV

West/Far West

Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming

Seton Catholic High School	Chandler, AZ
St. Mary's High School	Phoenix, AZ
Xavier College Preparatoy	Phoenix, AZ
Ramona Secondary School	Alhambra, CA
Servite High School	Anaheim, CA
Providence High School	Burbank, CA
Mercy High School	Burlingame, CA
Jesuit High School	Carmichael, CA
Pius X High School	Downey, CA
Crespi Carmelite High School	Encino, CA
St. Mary's Academy of Los Angeles	Inglewood, CA
Paraclete High School	Lancaster, CA
Our Lady Loretto/Bishop Conaty	Los Angeles, CA
Daniel Murphy High School	Los Angeles, CA
Biso Alemany High School	Mission Hills, CA
Central Catholic High School	Modesto, CA
Justin-Siena High School	Napa, CA
Bishop O'Dowd High School	Oakland, CA
Loretto High School	Sacramento, CA
Notre Dame High School	Salinas, CA
Sacred Heart Cathedral Preparatory School	San Francisco, CA
Presentation High School	San Jose, CA
Archbishop Riordan High School	San Francisco, CA
San Domenico Upper School	San Anselmo, CA
University of San Diego High School	San Diego, CA
Mater Dei High School	Santa Ana, CA
Bishop Garcia Diego School	Santa Barbara, CA
Holy Family High School	Denver, CO
St. Louis School	Honolulu, HI
Damien Memorial High School	Honolulu, HI
Bishop Gorman High School	Las Vegas, NV
St. Catherine Indian School	Santa Fe, NM
Butte Central High School	Butte, MT
Mt. St. Mary's High School	Oklahoma City, OK

St. Mary's Academy	Portland, OR
Regis High School	Stayton, OR
Alamo Catholic High School	Amarillo, TX
Msgr. Kelly High School	Beaumont, TX
Ursuline Academy	Dallas, TX
Cathedral High School	El Paso, TX
Father Yermo High School	El Paso, TX
Loretto Academy High School	El Pass, TX
St. Thomas High School	Houston, TX
Reicher Catholic High School	Waco, TX
Judge Memorial Catholic High School	Salt Lake City, UT

APPENDIX D

The Survey Instrument

NCEA

NATIONAL
CATHOLIC
EDUCATIONAL
ASSOCIATION

October 1, 1992

[Head of School]
[Name of School]
[Address]

Dear [Head of School]:

In 1991 NCEA published *Catholic High Schools and Their Finances 1990*. This biennial survey of Catholic high schools described the finances, governance, administration and development efforts of secondary schools and has functioned as a valuable resource for understanding the state of Catholic secondary education. Along with studies on the outcomes of students in Catholic secondary schools, this study made it possible to demonstrate that Catholic high schools are not only effective but efficient.

Many important recent NCEA initiatives are now shaping a new context for American Catholic schools. The *National Congress on Catholic Schools for the 21st Century* has provided a foundation for renewed commitment to a stronger and more expansive network of Catholic schools. The recent Gallup Poll, *The Peoples' Poll on School and School Choice*, was commissioned by NCEA and revealed a very favorable national report card for Catholic schools as well as important and broad based support for educational choice among non-Catholics and Catholics alike. We believe we can draw on a potentially powerful coalition to create a new vision of education in which our schools exercise a critical leadership role. We have the support. We need your help in sketching accurately *how* Catholic schools, like [Name of School], function so well.

[Name of School] has been selected to participate in a national survey of Catholic secondary schools. The process by which your school was selected is designed to identify a representative group of Catholic high schools from all over the country. Since [Name of School] is representing a number of schools, your participation is very important. I urge you to complete the enclosed questionnaire.

I understand that many demands compete for your time. In order to express appreciation for your cooperation, I will send every participating school a copy of the final report, *Catholic High Schools and Their Finances, 1992* soon after the new year. The report will be bound, about 60 pages long, and will contain not only composite information but analyses of school finances by region, size, and type of governance.

The questionnaire itself may be returned any time before November 1, 1992, but please take a moment now to complete and return the enclosed reply card, informing us of your response to our request.

Thank you for your willingness to cooperate in our efforts to serve the Catholic educational community. We know that our Catholic high schools are a great and effective gift to the church and the nation. While measures of material resources are neither the only nor the best way to assess our contributions, it is important to provide timely and accurate financial data for planning, public relations, public policy and political action on behalf of [Name of School] and all Catholic schools. Please help us by participating in our biennial survey.

Sincerely,

Michael J. Guerra

Michael J. Guerra
Executive Director
Secondary School Department

MJG:lgm

Suite 100, 1077 30th Street, NW, Washington, DC 20007-3852 • (202) 337-6232

SURVEY OF CATHOLIC SECONDARY SCHOOL FINANCES
1991-1992

INTRODUCTION

This survey is being distributed to the principal, president, or other chief administrative officer of a representative sample of Catholic secondary schools in the United States. It is assumed that in most cases the principal will complete the survey, but if necessary, that responsibility may be delegated. In any case, all questions should be answered from the point of view of the principal or school head.

Instructions for completing this survey are printed in the manual accompanying the survey. Wherever an asterisk appears, an explanation or definition related to that question will be found in the instruction manual.

SCHOOL IDENTIFICATION

CORRECTIONS, IF NECESSARY

(If the label above needs correction, please enter the necessary corrections in the space at the right of the label.)

A. BACKGROUND

*A.1 Name of principal _____

A.2 Title of the school's administrative leader

_____

A.3 Name and title of person who completed this survey if other than the principal.

_____

A.4 Phone number of the person named in A.3 if other than school number. ( ) _____
(area code)

A.5 Is the principal of this school lay or religious? (check *one* box)

- ☐ Lay person
- ☐ Priest
- ☐ Female religious
- ☐ Male religious

A.6 What grades are included in your school?

- ☐ K or Pre-K to 12
- ☐ 7 to 12
- ☐ 8 to 12
- ☐ 9 to 12
- ☐ Other, namely _____

A.7 What is the gender composition of the student body?

- ☐ All male
- ☐ All female
- ☐ Male and female (coeducational)

Have there been any significant changes in the grade or gender composition in your school since the 1989-90 school year? (check **all** that apply)

- ☐ A.8 No
- ☐ A.9 Yes, we merged/consolidated with another school
- ☐ A.10 Yes, we added new grades 7 and/or 8
- ☐ A.11 Yes, we became coeducational
- ☐ A.12 Yes, other; namely: _____

_____

Are any significant changes in grade or gender composition planned for your school in the next 3 years? (check **all** that apply)

- ☐ A.13 No
- ☐ A.14 Yes, we may merge/consolidate
- ☐ A.15 Yes, we may add new grades 7 and/or 8
- ☐ A.16 Yes, we may become coeducational
- ☐ A.17 Yes, other; namely: _____

_____

A.18 Where is this school located?

- ☐ New England (CT, ME, MA, NH, RI, VT)
- ☐ Mideast (DE, DC, MD, NJ, NY, PA)
- ☐ Great Lakes (IL, IN, MI, OH, WI)
- ☐ Plains (IA, KS, MN, MO, NE, ND, SD)
- ☐ Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV)
- ☐ West/Far West (AK, AZ, CA, CO, HI, ID, MT, NV, NM, OK, OR, TX, UT, WA, WY)

B. ADMINISTRATION

*B.1 What type of school is this? (check one box)

- ☐ Diocesan
- ☐ Parochial or inter-parochial
- ☐ Private

B.2 Is this school owned or operated by a religious community?

- ☐ Yes
- ☐ No

What **percent** of your twelfth grade students were enrolled in each of the following types of programs in 1991-92. (Write a percent on each line. If none, write "0." These percentages should sum to 100.)

		Percent
B.3	Business	_____
B.4	College Preparatory	_____
B.5	General-Technical	_____
B.6	Other	_____

C. TEACHERS

*C.1 What is the **number** of teachers your school has in each of these two categories? (Write a number on each line. If none, write "0.")

Full-time Teachers	Part-time Teachers
_____	_____

*C.2 What is the number of full-time equivalent teachers (FTEs) in your school? _____

What is the number of persons reported in question C.1 who fall into each of these categories? (If none, write "0." The total in each of these columns should equal the answers you gave in C.1.)

		Full-time Teachers	Part-time Teachers
C.3	Catholic layman	_____	_____
C.4	Catholic laywoman	_____	_____
C.5	Non-Catholic layman	_____	_____
C.6	Non-Catholic laywoman	_____	_____
C.7	Priest, diocesan	_____	_____
C.8	Priest, religious	_____	_____
C.9	Female religious	_____	_____
C.10	Male religious	_____	_____

If you have one or more priests or religious on your faculty, please answer C11 to C19; otherwise, go to C20.

C.11 Are priests paid on the same salary schedule as lay teachers?

- ☐ Yes
- ☐ No
- ☐ Does not apply

C.12 Are women religious paid on the same salary schedule as lay teachers?

- ☐ Yes
- ☐ No
- ☐ Does not apply

C.13 Are men religious paid on the same salary schedule as lay teachers?

- ☐ Yes
- ☐ No
- ☐ Does not apply

C.14 Do all priests teaching full-time in your school receive the same compensation, regardless of education or experience?

- ☐ Yes
- ☐ No
- ☐ Does not apply

C.15 Do all women religious teaching full-time in your school receive the same compensation regardless of education or experience?

- ☐ Yes
- ☐ No
- ☐ Does not apply

C.16 Do all men religious teaching full-time in your school receive the same compensation, regardless of education or experience?

- ☐ Yes
- ☐ No
- ☐ Does not apply

C.17 What is the average annual compensation (total of salary, benefits, housing, transportation, and stipends) paid to **priests** who teach full-time in your school? (If question does not apply, write "DNA.")

$_____

C.18 What is the average annual compensation (total of salary, benefits, housing, transportation, and stipends) paid to **women religious** who teach full-time in your school? (If question does not apply, write "DNA.")

$_____

C.19 What is the average annual compensation (total of salary, benefits, housing, transportation, and stipends) paid to **men religious** who teach full-time in your school? (If question does not apply, write "DNA.")

$_____

*C.20 In the 1991-92 school year, what is the average dollar amount of the benefit package paid by the school (e.g., pension, social security, medical insurance, life insurance, major medical) for a full-time lay teacher?

$_____

C.21 In your school, is merit a factor in establishing teachers' compensation?

- ☐ Yes
- ☐ No

C.22 Does your school have an official salary schedule related to levels of education and years of experience by which lay teachers' salaries are determined?

- ☐ Yes
- ☐ No

If your school has a salary schedule, please answer the next two questions; otherwise go to C.25.

C.23 What is the scheduled salary paid to a beginning lay teacher with a B.A/B.S. (excluding benefits)?

$_____

C.24 What is the highest scheduled salary paid for a lay teacher with a M.A./M.S. (excluding benefits)?

$_____

C.25 What is the highest salary actually paid to any lay teacher at your school?

$_____

*C.26 What is the **median** of the salaries actually paid to lay teachers in your school (excluding benefits)?

$_____

C.27 Are some or all of your teachers represented during contract negotiations by some negotiating group?

- ☐ Yes
- ☐ No (If "no," please skip to C.35)

C.28 What is the total **number** of full-time teachers in your school who are represented during contract negotiations by some negotiating groups? (If none, write "0.")

_____

What is the number of your full-time teachers who are represented by each of the following groups? (If none for a group, write "0"; these numbers should sum to the answer given for question C.28.)

C.29 American Federation of Teachers _____
C.30 Diocesan or district groups _____
C.31 National Association of Catholic School Teachers _____
C.32 National Education Association _____
C.33 Other local group _____
C.34 Other national group _____

What is the number of full-time teachers who have been on the staff of your school for the following lengths of time? (Place a number in each space. If none, write "0." The total should equal the number of full-time teachers shown in question C.1.)

C.35 Less than a year _____
C.36 1 to 2 years _____
C.37 3 to 5 years _____
C.38 6 to 10 years _____
C.39 11 to 15 years _____
C.40 16 to 20 years _____
C.41 21 to 30 years _____
C.42 31 to 40 years _____
C.43 41 + years _____

C.44 What is the average salary (excluding benefits) paid to full-time administrators? (In calculating the average, exclude religious administrators who receive stipends rather than equivalent lay salaries)

$_____

C.45 What is the salary (excluding benefits) paid to the principal ? (Reminder: Your answers are confidential. No information on any school will be released without written permission from the principal.)

$_____

D. STUDENTS

D.1 What was the total number of students in your school in June, 1992?

_____

What was the **number** of students in each grade in your school who were in these categories? (If none for a category, write "0.")

	7th	8th	9th	10th	11th	12th
D.2 Catholic	_____	_____	_____	_____	_____	_____
D.3 Non-Catholic	_____	_____	_____	_____	_____	_____

What was the **number** of students in each grade in your school who were in these categories? (If none for a category, write "0.")

	7th	8th	9th	10th	11th	12th
D.4 American Indian Alaskan Native	_____	_____	_____	_____	_____	_____
D.5 Asian or Pacific Islander	_____	_____	_____	_____	_____	_____
D.6 Black, not of Hispanic origin	_____	_____	_____	_____	_____	_____
D.7 Hispanic or Spanish or Latin American origin	_____	_____	_____	_____	_____	_____
D.8 White, not of Hispanic origin	_____	_____	_____	_____	_____	_____

D.9 What was the number of students in your school who were classified as handicapped? (If none, write "0.")

_____

*D.10 What number of your students received financial aid from your school in 1991-92?

_____

Does your school employ any of the following criteria in awarding financial aid, in whole or part? (check **one** box for **each**)

Yes	No		
☐	☐	D.11	Academic record or promise
☐	☐	D.12	Athletic record or promise
☐	☐	D.13	Financial need
☐	☐	D.14	Racial or ethnic origin
☐	☐	D.15	Vocational intention
☐	☐	D.16	Faculty children
☐	☐	D.17	Other, namely _____

D.18 Of the following criteria, which is given the greatest weight in awarding your school's financial aid funds? (check **one** box)

- ☐ Academic record or promise
- ☐ Athletic record or promise
- ☐ Financial need
- ☐ Racial or ethnic origin
- ☐ Vocational intention

D.19 What was the **total** amount of financial aid, (including scholarships, tuition reductions, grants, work-study, and support from sponsoring parishes, dioceses, and religious orders) awarded in 1991-92 by your school to students?

$_____

D.20 What was the dollar value of the **average** financial aid allocation?

$_____

What **percent** of your students come from families with each of the following gross annual incomes? (Percents should sum to 100. If none in the category, write "0.")

		Percent
D.21	Under $15,000	_____
D.22	$15,000-$25,000	_____
D.23	$25,001-$35,000	_____
D.24	$35,001-$50,000	_____
D.25	Over $50,000	_____

•D.26 Are the percentages you gave for questions D.21 to D.25 estimates or accurate figures?

- ☐ Figures are rough estimates
- ☐ Figures are reasonable estimates
- ☐ Figures are accurate

D.27 What percent of your students come from families who receive Aid to Families with Dependent Children (AFDC)?

Percent

- ☐ 0
- ☐ 1 - 10
- ☐ 11 - 20
- ☐ More than 20

•D.28 Is the percentage you gave for question D.27 an estimate or an accurate figure? (check one box)

- ☐ Figure is rough estimate
- ☐ Figure is reasonable estimate
- ☐ Figure is accurate

E. SCHOOL STANDARDS

•E.1 What is the **number** of students who applied (that is, completed the application process) for admission to your school's entry-level grade for the year 1991-92?

_____

E.2 If you have grades lower than 9, do you require a readmission process for grade 9?

- ☐ Yes
- ☐ No
- ☐ Does not apply

•E.3 What is the number of students who were informed of acceptance to your entry-level grade in 1991-92?

_____

E.4 How many students, if any, were put on a waiting list?

_____

E.5 Of the number given for question E.1, how many were not accepted for admission? Note: E.3 + E.4 + E.5 should sum to equal E.1.

_____

E.6 Of the students accepted, what is the number of students who enrolled?

_____

How often do you consider each of the following in a student's application for admission to your entry-level grade? (For each, check **one** box.)

		Always	Usually	Sometimes	Rarely or Never
E.7	Ability to pay full tuition without aid	☐	☐	☐	☐
E.8	Completion of one or more standardized achievement or aptitude tests	☐	☐	☐	☐
E.9	Completion of written admissions test developed by your school	☐	☐	☐	☐
E.10	Personal interview with parent or guardian	☐	☐	☐	☐
E.11	Recommendation of elementary school principal	☐	☐	☐	☐
E.12	Recommendation of student's pastor	☐	☐	☐	☐
E.13	Strong academic record	☐	☐	☐	☐
E.14	Successful completion of previous year of school	☐	☐	☐	☐

E.15 Of the students who enroll at the entry-level grade of your school, about what percent would you estimate remain in your school and graduate?

Percent

- ☐ 100
- ☐ 95-99
- ☐ 90-94
- ☐ 80-89
- ☐ 70-79
- ☐ Less than 70

F. FACILITIES, RESOURCES AND LOCATION

•F.1 In what year was your school established? _____

F.2 In what year was the oldest building that currently houses your school built?

_____

•F.3 What is your best estimate of the current market value of the school buildings and grounds?

_____

F.4 If your school were at maximum enrollment, how many students could your school facility serve?

_____

G. PARENT INVOLVEMENT

G.1 Does your school make use of volunteer work by parents and family members?

☐ Yes
☐ No

G.2 What is the approximate number of parents or family members of students who contributed volunteer time during 1991-92?

_____

G.3 Estimate the total number of volunteer hours given by parents and family members in 1991-92.

_____

H. FINANCES AND DEVELOPMENT

REMINDER: Your answers are confidential. No information about any individual school will be released without written permission from the head administrator.

Please indicate the school's 1991-92 income and operating expenses, using the categories shown. Reminder: Definitions and explanations for all items bearing an asterisk (*) will be found in the accompanying instruction manual

Please make an entry on every line. If the appropriate answer is "none" or zero, write "0." This will considerably increase the accuracy of our final report.

Source of Income (round to the nearest dollar)

H.1 Tuition and fees $_____

•H.2 Contributed services $_____

Subsidies or grants from:

H.3 Religious community $_____
H.4 Parish $_____
H.5 Diocese $_____
H.6 Other $_____

Development:

•H.7 Alumni $_____
•H.8 Parents $_____
•H.9 Other contributions to the 1991-92 operating fund $_____

•H.10 Fundraising from special events $_____

•H.11 Income from auxiliary services (Excess of income over expense) $_____

H.12 Income from federal government sources $_____

H.13 Income from state government sources $_____

H.14 Income from endowment $_____

•H.15 All (any) other income $_____

H.16 Total operating income $_____
(should equal sum of H.1 to H.15)

Operating Expenses (round to the nearest dollar)

H.17 Salaries-lay professional staff, including development office $_____

•H.18 Salaries-religious professional staff $_____

•H.19 Contributed services (if not included in H.18 under "religious salaries") $_____

H.20 Other salaries (e.g., general office, maintenance, but not auxiliary services) $_____

H.21 All fringe benefits (FICA, health insurance, retirement, unemployment, etc.) $_____

•H.22 Expenses for all auxiliary services (excess of expenses over income) $_____

•H.23 Maintenance costs $_____

•H.24 All other operating expenses $_____

H.25 Total operating expenses $_____
(should equal sum of H.17 to H.24)

What was the 1991-92 tuition? This is the "base tuition" for a student who is the only student from a given family, and before allowances and discounts. What was the 1989-90 tuition? Please fill in one answer for each blank. If your school doesn't not have one or more of these grades, write "DNA."

		1991-92 tuition	1989-90 tuition
H.26	Grade 7	_____	_____
H.27	Grade 8	_____	_____
H.28	Grade 9	_____	_____
H.29	Grade 10	_____	_____
H.30	Grade 11	_____	_____
H.31	Grade 12	_____	_____

H.32 Was there a reduction in tuition when more than one child in a family was registered in the school?

- ☐ Yes
- ☐ No

H.33 Was there a reduction in tuition when a student was the child of a teacher or administrator?

- ☐ Yes
- ☐ No

H.34 Does the school have a development office?

- ☐ Yes
- ☐ No

If your school has a development office, please answer the following questions. If your school does not, please proceed to the next section: Governance, question I.1

H.35 Is the office staffed by a salaried director of development?

- ☐ Yes
- ☐ No

H.36 In what year did the school first establish a paid development director position? _____

Is the director of development responsible for

Yes	No		
☐	☐	H.37	student recruitment?
☐	☐	H.38	public relations?
☐	☐	H.39	alumni association?
☐	☐	H.40	annual appeal?
☐	☐	H.41	capital campaign?
☐	☐	H.42	special-event fundraising?

H.43 If your school has a full-time director of development, what is that person's salary (excluding benefits)? (Remember: Your answers are confidential. No information on any school will be released without written permission from the principal.)

$_____

I. GOVERNANCE AND EXTERNAL RELATIONSHIPS

•I.1 Does your school have a school board?

- ☐ Yes
- ☐ No

If your school has a school board, please answer the following questions. If not, proceed to question I.11.

•I.2 In your opinion, what is the degree of influence the school board has on your school's day-to-day operation?

- ☐ Very influential
- ☐ Somewhat influential
- ☐ Not at all influential

I.3 How many members does your school board have?

_____

•I.4 Of the number given for question I.3, how many are laity?

_____

I.5 Of the number given in question I.3, how many represent the sponsoring religious community? (If school is not sponsored by a religious community, write "DNA.")

_____

I.6 Of the number for question I.3, how many are priests or religious from a local parish or parishes?

_____

I.7 Does the board approve the school's operating budget?

- ☐ Yes
- ☐ No

I.8 Does the board hire and evaluate the principal?

- ☐ Yes
- ☐ No
- ☐ Does not apply

I.9 Does the board hire and evaluate the president?

- ☐ Yes
- ☐ No
- ☐ Does not apply

I.10 Are lay members of the board expected to contribute financially to the school?

- ☐ Yes
- ☐ No

I.11 Does the school provide yearly financial reports to parents and other constituencies?

- ☐ Yes
- ☐ No

Does your school participate or have students who participate in each of the following **federally** assisted programs?

Yes	No		
☐	☐	I.12	Chapter I (Education of children of economically disadvantaged)
☐	☐	I.13	Chapter II (Consolidation of federal programs for elementary and secondary education)
☐	☐	I.14	Upward Bound
			Vocational Education Act of 1963:
☐	☐	I.15	Vocational Education Basic Program
☐	☐	I.16	Cooperative Vocational Education Program
☐	☐	I.17	Consumer and Homemaking Education

Is your school funded or subsidized by the **state** for any of the following?

Yes	No		
☐	☐	I.18	Bus transportation
☐	☐	I.19	Drug education
☐	☐	I.20	Education of the handicapped
☐	☐	I.21	Education of students from low-income families
☐	☐	I.22	Guidance and counseling
☐	☐	I.23	Health services
☐	☐	I.24	Library or A-V resources
☐	☐	I.25	Textbooks
☐	☐	I.26	Other; namely _____

MAILING INSTRUCTIONS

When the survey has been completed, return the survey to Michael J. Guerra at NCEA, 1077 30th Street, N. W., Suite 100, Washington, D. C. 20007-3852. Deadline for return to NCEA is November 1, 1992. We are most grateful for your cooperation in providing this important service for Catholic secondary education.

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